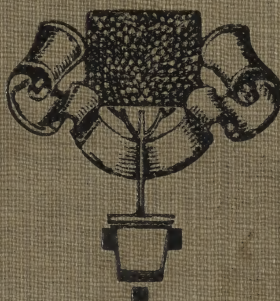


The CENTURY SPELLING BOOK

✕ ASWELL COOK ✕
GILBREATH

Part I



RAND M^c NALLY & Co.

ALPHABET

A	<i>A</i>	1	N	<i>N</i>	14	a	<i>a</i>	n	<i>n</i>
B	<i>B</i>	2	O	<i>O</i>	15	b	<i>b</i>	o	<i>o</i>
C	<i>C</i>	3	P	<i>P</i>	16	c	<i>c</i>	p	<i>p</i>
D	<i>D</i>	4	Q	<i>Q</i>	17	d	<i>d</i>	q	<i>q</i>
E	<i>E</i>	5	R	<i>R</i>	18	e	<i>e</i>	r	<i>r</i>
F	<i>F</i>	6	S	<i>S</i>	19	f	<i>f</i>	s	<i>s</i>
G	<i>G</i>	7	T	<i>T</i>	20	g	<i>g</i>	t	<i>t</i>
H	<i>H</i>	8	U	<i>U</i>	21	h	<i>h</i>	u	<i>u</i>
I	<i>I</i>	9	V	<i>V</i>	22	i	<i>i</i>	v	<i>v</i>
J	<i>J</i>	10	W	<i>W</i>	23	j	<i>j</i>	w	<i>w</i>
K	<i>K</i>	11	X	<i>X</i>	24	k	<i>k</i>	x	<i>x</i>
L	<i>L</i>	12	Y	<i>Y</i>	25	l	<i>l</i>	y	<i>y</i>
M	<i>M</i>	13	Z	<i>Z</i>	26	m	<i>m</i>	z	<i>z</i>

1 2 3 4 5 6 7 8 9 0

Lucie Marie Lidwell

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THE OXFORD
READING BOOK

FOR THE USE OF THE
SCHOOLS

THE CENTURY SPELLING BOOK

A Book on the Study and Use of Words

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"In words contemplated singly, there are boundless stores of moral and historic truth, and no less of passion and imagination, laid up. . . . from these, lessons of infinite worth may be derived, if only our attention is roused to their existence . . . well it will repay you to study the words which you are in the habit of using or meeting."

RICHARD CHENEVIX TRENCH

The Rand-McNally Press

Chicago

THE PREFACE

THE Century Spelling Book embodies, it is believed, the best orthoëpic and orthographic methods of modern teachers without surrendering the older principles which have been shown to be correct through the severe test of use in the schoolroom.

To merit approval a spelling book should make good spellers of those who study it. It should be discarded if it fail to do this, no matter what may be claimed for it.

In the preparation of the Century Spelling Book, to the end that those who study it may become good spellers, the following principles have been kept in view.

1. GRADING: The word-lists and directions for study have been so arranged that, beginning with the second grade, pupils in any of the grades, below the High School, will experience little difficulty in using them.

2. SELECTION OF WORDS: The words have been selected because of their meaning and general use, rather than with a view to taxing the pupils with the mastery of long lists of words that are difficult of spelling, and rarely employed.

3. USE OF WORDS: Throughout the book, as far as practicable, the pupil is taught the correct use of words, and is trained in such principles of the English language as are demanded by the requirements of the work to be done.

4. PRONUNCIATION: The pronunciation of words, a most necessary element in spelling, is given the emphasis its importance demands. The lists and suggestions are so planned and placed that the pupil is given all needed help in learning the correct sounds of letters, and the pronunciation of words. Throughout the book pronunciation is based on Webster's New International Dictionary, 1911 edition. This is also true of spelling with the exception of foreign geographical names which follow Longman's Gazetteer, and some proper names.

5. SUGGESTIONS AND DIRECTIONS: The suggestions to teachers and the directions for study are many and are carefully graded. They will arouse interest and incite pupils to study.

THE AUTHORS

SUGGESTIONS TO TEACHERS

Words are not composed of letters thrown together in a haphazard manner. In most English words, when properly pronounced, there is a direct relation between the sound of the word and the order of the letters in it. It is true that our language is so enriched by accessions from other languages that it includes a large number of words which do not conform to the usual phonetic rules. As the number of such words in common use is not great, no serious objection is offered to the study of spelling from the standpoint of phonics. However, to become a good speller more is required than a knowledge of the sounds of letters and the correct pronunciation of words, no matter how essential these may be. The eye of the pupil should be trained to recognize the correct forms of words, and he should be taught the proper use of correctly written or spelled words. It is necessary, therefore, that the ear be trained to recognize the sound, or pronunciation, of words; the eye to detect their proper forms; the hand to express them correctly in writing; and that the mind be trained to a rightful use of them, so that they may become a part of the pupil's vocabulary.

These requirements will suggest to teachers that many methods of assignment and recitation should be employed. It must not be overlooked, however, that an important part of the assignment of the spelling lesson containing words not already studied is the correct pronunciation of all the words. The pupil should pronounce each word slowly and distinctly, and the teacher should not permit a word to be passed until the pupil has given the correct pronunciation.

As a preparation for this the teacher should study the dictionary and lead the pupils into the habit of using it. The dictionary is the basis of all spelling books, and if teachers would know more about the words in the lesson than the pupils, and if the pupils are to become good spellers, this book must not be neglected.

A definite time for the study of the spelling lesson should be assigned, and reviews should be frequent. Lists of words which are often misspelled should be made and studied. Pupils become good spellers through close study and much practice—both oral and written. While experienced teachers will add to the suggestions made in this spelling book, it is believed that, if faithfully followed, the directions given will do much to lessen the criticisms of the unsatisfactory results from the teaching of spelling in the schools.

THE LETTERS OF THE ALPHABET

The letters in the English alphabet are divided into two classes. Letters that represent vocal, or open sounds, are called vowels. Vowel sounds are more or less modified by the position of the vocal organs in speaking. The result is that each vowel has more than one sound, as *ā, â, ã, ä, â, â, á, ä, a, and ą*. The regular vowels are *a, e, i, o, and u*. Sometimes *w* and *y* are vowels. Again *i* and *u* are sometimes consonants; in which case they take the sounds of consonants *y* and *w*.

Letters which represent sounds that are obstructed by different parts of the mouth, or sounds less open than vowels, are called consonants. Consonants having but one sound are *b, h, j, k, l, m, p, q, t, v, w, and y*. Consonants having more than one sound are *c, d, f, g, n, r, s, x, and z*.

DIACRITICAL MARKS

Diacritical marks are marks that are used to indicate different sounds of the same letter.

The diacritical marks used in this book are as follows:

<i>Names</i>	<i>Marks</i>	<i>Symbols</i>
Breve	([˘]) ..	ă, ĉ, ĭ, ǫ, ŭ, ȳ, ȯ
Macron	(^ˉ) ..	ā, ē, ī, ō, ū, ȳ, ȯ
One dot above....	([˙]) ..	á, ó, ġ
Two dots above...	([¨]) ..	ä, ï, ü
One dot below....	(_˙) ..	ạ, ọ, ụ
Two dots below...	(_¨) ..	ạ, ọ, ụ
Circumflex	(^ˆ) ..	â, ê, ô, û
Tilde	([˜]) ..	ã, ã, ĭ, ǫ, ỹ
Modified macron..	(^ˆ) ..	â, ê, ô, û
Bar underneath...	(_ˉ) ..	ṇ, ḡ
Bar suspended....	(_ˉ) ..	ṣ, ẍ
Bar above	(^ˉ) ..	ḡ
Cedilla	(_˘) ..	ç
Transverse bar ...	(⁻) ..	ḡ
Breve-circumflex .	([˘]) ..	ǫ

GUIDE TO PRONUNCIATION

ā,	long,	as in	fāme, fāte, āle
ē,	long	"	ēve, mēte, se rēne'
ī,	long	"	īce, fīne, tīme
ō,	long	"	ōld, tōld, nōte
ū,	long	"	tūne, ūse, mūte
ȳ,	like ī	"	fly, try, buy
ă,	short	"	măt, hăt, ăcept'
ă,	obscured,	as in	ăc count', loy'ăl
ĕ,	short,	as in	mĕt, ĕnd, car'pĕt
ĕ,	obscured,	as in	nov'ĕl, jew'ĕl
ĭ,	short,	as in	pĭn, fĭn, pĭt'y
ö,	short	"	höt, nöt, tör'rid
ö,	obscured,	as in	öc cur', öf fend'
ŭ,	short,	as in	bŭt, bŭt'ter, stŭd'y
ŭ,	obscured,	as in	cir'cŭs, sŭb mit'
ÿ,	like ĭ,	as in	gÿp'sÿ, nÿmph, pit'y
â,	short Italian,	as in	âsk, dânce, grâss
â,	obscured,	as in	â bound', so'fâ
ò,	like ŭ,	as in	sòn, can'nòn
â,	Italian,	as in	ârm, fâr, fâ'ther
ī,	like ē	"	ma chīne', va lise', pique
ạ,	like ơ	"	whạt, wạs, wạn'der
ơ,	like ơ	"	wơm'an, wơf, bợs'om
ư,	"	"	full, pull, push
ạ,	like ô	"	all, talk, wạ'ter
ơ,	like ơ	"	đơ, prove, move
ư,	after r,	like ơ, as in	rude, ru'ral, ru'mor
ē,	like ŭ,	as in	hēr, in fēr', vērge
ī,	like ē	"	bīrd, fīr, vīr'gin
ÿ,	like ē	"	mÿrrh, mÿr'tle, zeph'y'r
â,	like ê	"	câre, âir, pâr'ent
ê,	like â	"	whêre, êre, thêre
ô,	like ạ	"	ôrb, lôrd, ab hờ'
ư,	like ē	"	bưrn, ưge, hưrl

- ā, modified ā, as in pref'āce, rav'āge, chà ot'ic
 è, modified ē, " so ci'è ty, crē ate', è vent'
 ò, modified ō " ò bey', prò pose', pò et'ic
 ù, modified ū " ù nite', na'tùre, cen'sùre
 e, like ā, as in eight, vein, bal let'
 ò, as in sòft, dǒg, lǒft
 ü, for German ü, as in grün, Sün'de; for French
 u, me nū'
 ōō, long, as in fōōd, mōōn, fōōl
 ǒǒ, short " fǒot, bǒok, gǒod
 ou, like ow, as in out, de vour'
 oi, like oy, as in oil, nois'y
 ŋ, (use ŋ in respelling) like ng, as in an'ger,
 con'gress, in'k
 ş, like z, as in haş, runş, na'sal
 x, like gz " ex ert', ex am'ine, ex ist'
 x, like ks " ex'it, a'pex, ex'tra
 ç, like s " çiv'il, viçè, aç'id
 e, like k " eall, aet, pie'ture
 g, hard " gum, grow, give
 ġ, soft like j " ġem, range, en'ġine
 ph, like f " go'pher, or'phan, sul'phur
 l, like a vowel, as in a'ble, tri'fle
 N represents simply the nasal tone (as in the
 French and Portuguese) of the preceding vowel;
 as in *encore* (än kǒr').

Drill on all the sounds, vowel and consonant, until the pupils associate the sound rather than the name with the character.

For the younger pupils, prepare a set of cards, about five by eight inches in size, and on each print or write a consonant.

To teach the sound of *b*, write *bat* on the blackboard and have it pronounced by a pupil. Write it again, separating the parts *b—at*, and have it pronounced slowly, pointing to each part as it is pronounced. Have several pupils sound each part. Having secured the correct sound of *b*, place in sight the card with *b* printed or written on it and ask for the sound several times during the day.

In like manner teach the following sounds, reviewing daily with the cards:

b — bat	v — van	d — walked	n — ink
f — fan	w — will	n — not	ch — chat
f — of	y — yes	g — gun	ch — chaise
h — hat	c — can	ç — cent	sh — ship
j — jog	s — sat	z — zest	th — that
k — kid	s — runs	z — azure	th — thin
l — led	r — ray	g — gem	wh — when
m — man	r — arm	x — fox	eh — ache
p — pat	r — western	x — examine	dū — ver'dure
t — top	d — doll	q — quick	tū — cul'ture

THE CENTURY SPELLING BOOK

PART ONE

I

ăm	ăx	jăm	făt	plăt
căt	ăn	hăt	wăx	lămp
păd	băd	răn	tăg	trăp
hăs	făn	lăp	hăm	slăp

2

věj	pěj	něj	kěj	whěj
děj	běj	pěj	rěj	stěj
lěj	lěj	hěj	stěj	frěj
jěj	wěj	lěj	běj	běj

3

in	dig	bib	dríp	chíp
bít	líd	pín	dísk	spín
tín	hís	fíb	skím	spít
líp	ís	tríp	bíll	swím
píg	ínk	slím	tílt	whíp

4

óf	bőx	nőt	lög	frög
őx	cőt	bög	hőt	tröt
pöd	hög	söb	röb	stöp
möp	töp	shöp	fög	fröm

5

bűd	űs	bűt	fűn	plűm
gűn	sűn	gűm	bűg	sűng
rűg	tűb	rűb	hűt	drűm
cűt	nűt	jűg	műd	plűmp

In the preceding sections notice that each word contains one vowel, and that above this vowel is a mark (ű) called the *brève*. This mark shows that the vowel is *short*, or pronounced quickly.

Our written language consists of 26 letters, called the *alphabet*. These letters are divided into two classes—*vowels* and *consonants*. The vowels are **a, e, i, o, u**, and sometimes **w** and **y**. All words must contain one or more vowels. With the exception of the words **a, I, and O**, all words contain one or more consonants. **I** and **O** are always written with capitals.

6

eab	seab	eash	elub	erab
ean	camp	zine	elam	erust
eap	cuff	pick	elock	erisp
eod	ealves	duek	eliff	elef

In each of these words notice that **c** sounds like **k**; this is called *hard c*. It is often marked **c**.

Phonics: Have the pupils pronounce these words slowly. Drill them on the sound of *hard c* so that whenever they see **c** they will instantly think of its sound. After that, drill them on the sounds of **cl** and **cr**.

7

păn	lășh	hăng	gășh	trășh
ănd	sănk	săck	hăck	thănk
hășh	dămp	trămp	săng	stănd
răng	bănd	shăll	tăck	drănk

Phonics: Drill on sound of **ă**. Pronounce all words in previous lessons containing this sound.

8

NAME-WORDS

ěgg	pět	bělt	něst	spěck
ělm	věst	wěll	těxt	shell
běd	děsk	těnt	yěll	chěst
hěn	shěd	hělm	měss	dřess

Phonics: Drill on sound of ě. Pronounce all words in previous lessons containing this sound.

Name-words are words that name the things and persons we talk about.

Each name-word learned thus far refers to a single thing, and hence it is said to be a *singular* name-word.

9

NAME-WORDS

dĭn	fĭst	sĭlk	mĭll	trĭck
fĭt	pĭll	kĭng	brĭg	dĭtch
mĭst	rĭnk	rĭll	skĭd	swĭng
tĭnt	wĭng	shĭp	wĭnd	whĭff

Phonics: Drill on sound of ĭ. Pronounce all words in previous lessons containing this sound.

Desk work: Write the letter which has a mark over it in SECTIONS 1, 2, 3, 4, and 5.

10

NAME-WORDS

bönd	döng	cröp	böck	cröck
söck	röck	gölf	nötch	tröd
döll	pönd	chöck	stöck	bötch
snöb	göng	löck	cöck	blöck

Phonics: Drill on the sound of ö. Pronounce all words in preceding lessons containing this sound.

Desk work: Write the letter which is marked in SECTIONS 6, 7, 8, 9, and 10.

11

NAME-WORDS

mǔg	lǔmp	gǔll	hǎsk	skǔnk
pǔp	gǔlf	lǔng	bǔlb	clǔmp
cǔb	bǔck	tǔsk	stǔmp	trǔnk
sǔm	bǔmp	fǔnd	blǔff	stǔnt

Phonics: Drill on sound of ŭ. Pronounce all words in preceding lessons containing this sound.

When we wish to speak of more than one we use the *plural* form of the name-word. Name-words usually form their plurals by adding *s* to the singular form.

Desk work: Write the plural of each of the above words.

Example: *mug, mugs.*

12

āle	vāse	bābe	spāde	plāte
dāte	wāve	rāke	whāle	pāste
lāke	lāne	skāte	grāpe	frāme
tāpe	gāte	stāge	flāme	snāke

Notice that each word in the above list contains two vowels. Above one vowel is the mark (ˉ), called the *macron* (mā'krōn), which shows that this vowel is *long*, or is prolonged in speaking the word. The other vowel is not sounded in speaking the word; hence it is said to be *silent*.

13

bōne	nōse	hōle	shōre	grōve
hōse	pōle	vōte	smōke	stōre
jōke	rōbe	rōse	glōbe	slōpe
rōpe	stōne	mōle	fōrge	stōve

Phonics: Pronounce the words in SECTIONS 4 and 10 and compare the sound of *o* with the sound of that letter in this section.

Desk work: Write these words, drawing a line through the silent vowels.

14

pīle	slīde	fīle	wīne	mīne	chīme
kīte	fīre	brībe	līme	sīde	brīde
fīfe	tīde	dīke	crīme	tīre	smīle
vīne	dīme	hīve	pīne	wīnd	spīke

Desk work: Write the plurals of all the words in the first three columns. Draw a line through the silent vowels.

15

rip	fig	milk	shin	brim	hilt	tines
kid	snip	ring	pike	primp	hip	pride
bin	hint	clip	give	gilt	tripe	jib
vim	will	till	sing	whist	shift	dim

Phonics: Pronounce carefully each of these words, being especially careful about the sound of *i*; also pronounce all words in SECTIONS 3, 9, and 14.

Desk work: Write these words, marking them so as to show the sounds of the *i*'s.

15a

sŏft	lŏss	crŏss	sŏng	frŏst
dŏg	tŏss	lŏng	mŏss	clŏth
lŏft	gŏne	cŏst	prŏng	brŏth

16

$\bar{y} = \bar{i}$

bē	pūre	hūe	by	shy
hē	tūne	hūge	sky	fly
mē	mūle	mūte	fry	sty
shē	tūbe	cūre	spry	type

The letter *y*, as used above, has the sound of *i* and is a vowel.

Phonics: Pronounce the words in the first three columns and also those of SECTIONS 2 and 5.

• 17

ACTION-WORDS

fāde	wāke	cāme	blāze	grāde
tāke	pāve	grāze	shāme	shāke
wāde	rāge	trāde	drāpe	crāve
bāke	māde	bāste	shāve	blāme

A word that tells what some name-word does may be called an *action-word* (ăk'shŭn-wŭrd).

Example: Flowers *fade*.

Phonics: Pronounce each word in SECTIONS 1, 7, 12, and 17.

18

ACTION-WORDS

bīte	like	rīde	shīne	wrīte
wīpe	rīse	drīve	glīde	smīte
mīre	dīve	hīde	slīde	whīne
dīne	hīre	strīve	strīde	strike

Phonics: Pronounce the words in SECTION 14.

Desk work: Write these words, drawing a line through the silent letters.

19

ACTION-WORDS

rōde	tōre	bōre	shōne	brōke
hōpe	pōse	wōve	spōke	drōve
pōke	tōld	wrōte	grōpe	snōre
swōre	dōze	rōve	prōbe	stōle
quōte	bōlt	hōar	frōze	wōre

Phonics: Drill on sounds of ō and ô. Pronounce each word in SECTIONS 4, 10, and 19.

Desk work: Write the letter o so as to show the sound it has in this lesson. Also write it so as to show its sound in SECTION 10.

20

face	ice	twice	lace	spice
rage	page	trace	fence	space
nice	maize	slice	mince	price
cite	rice	forge	splice	place

Notice that in these words **c** sounds like **s**. This is called *soft c*, and is often shown by placing under it this mark (*ç*), called the *cedilla* (*sè dîl'â*).

Phonics: Pronounce these words slowly. Drill on the sound of **c** and **s** and **ç**. Pronounce the words of SECTION 6.

21

EAR TRAINING

āce	cāge	clōd	crāte	scāle
cāke	crīb	cōre	crāne	clōve
scūm	cōke	cāne	scōre	brāce
cōne	cūte	crāsh	dūnce	thrīce

Desk work: Write these words, marking the **c's** so as to show their sounds. Draw lines through the silent letters.

22

bōll	bōth	cōlt	pōst	mōst
hōst	sōld	pōll	cōld	scōld
mōld	jōlt	fōld	pōrk	pōrch
wōrn	fōrd	tōrn	rōll	spōrt

23

rat	map	felt	tug	bung	gild
sip	hod	duke	find	base	shot
hub	gas	hump	drop	wore	spine
dot	fin	must	font	hemp	twist

Desk work: Write these words, marking the vowels so as to show their sounds.

24

fill	stuff	troll	muff
kiss	gross	spill	cell
less	cross	chess	snuff
mull	dwell	gruff	stroll

Desk work: Write these words, marking the vowels so as to show their sounds.

Notice that all of the words end in **ff**, **ll**, or **ss**.

TO THE TEACHER: In words of one syllable the final **f**, **l**, or **s**, after a single vowel, is nearly always doubled.

25

drăg	blôt	fűss	văt	cătch
dënt	pröp	itch	pinch	spënd
mënd	römp	clög	bring	spănk
lĭft	cűll	brăg	stĭtch	smĕll

Phonics: Give the sound of the vowel in each of the above words.

26

did	flag	mate	slab	fell
bag	stub	bust	puff	dose
why	else	rind	dome	tuft
lot	tone	slot	mind	flax

Desk work: Write these words, marking the vowels so as to show their sounds.

27

NAME-WORDS

brăds	hōmes	slăts	wrĕcks
gāmes	tĭles	nōtes	strĭps
cōves	dūnes	lĭnes	strănds
pĭpes	chăps	cūbes	shrĕds

Desk work: Write the singular form of each of these words.

28

ACTION-WORDS

add	tell	wept	wilt	crept
hop	slam	lost	swam	spell
dug	clap	doff	went	sting
kick	rung	snub	rile	thrust

Phonics: Pronounce the sound of the vowel in each word.

29

elk	sap	my	rib	imp
sod	pug	ram	nod	lull
jig	mob	rod	tip	pest
lad	wig	job	rum	bend

Desk work: Write these words, marking the vowels so as to show their sounds.

30

big	wet	lame	sore	white
old	sad	safe	flat	brave
red	ripe	just	live	stale
sly	late	wise	bold	strange

In addition to name-words and action-words there are also words that describe. The above words describe name-words.

Example: A big boy.

31

as	up	hit	run	fix
no	so	rot	age	cob
go	at	lag	pot	bun
if	rig	him	wax	pit

Desk work: Write these words, marking the vowels so as to show their sounds.

32

fāme	gāy	sāme	pāne	grāte
māze	gāle	māne	bāle	brāke
hāme	sāke	rāte	vāne	blāde
dāle	cāse	tāle	sāve	slāte
frāme	wāste	jāde	fāke	prāte

Phonics: Give the sound of every letter that is sounded in each of these words.

33

gin	range	fringe	sage
gem	dodge	plunge	badge
gill	bulge	sledge	wedge
edge	hedge	flange	hinge
gibe	fudge	siege	liege

In these words *g* sounds like *j*. This sound of *g* is called *soft g*, and is marked thus, *ġ*.

Phonics: Drill on *ġ* until pupils on seeing it have no difficulty in sounding it instantly.

34

WORDS THAT DESCRIBE

dry	drab	pale	fresh	rich
tan	dire	thin	slack	brisk
dull	mild	back	prime	plump
left	twin	wide	dense	black
large	huge	blue	good	hard

Desk work: Write ten of these words, each with some name-word that it describes.

Example: *The dry weather.*

35

jōġ	ġet	ġold	plūġ	ġulp
ġiġ	ġaġ	ġust	ġore	drūġ
hūġ	ġlen	ġlean	ġrab	ġloss
ġap	ġang	ġrim	ġimp	ġulch
ġlee	ġrow	ġoat	ġrass	ġreat

Notice the sound of *g* in these words. This is called *hard g*, and is shown by the mark (-), placed over the *g*. Compare it with that of *ġ* in SECTION 33.

Phonics: Drill on the two sounds of *g*.

36

mōċk	rīċk	wīċk	brīċk	thīċk
nīċk	lāċk	sūċk	shōċk	frōċk
rāċk	nēċk	tūċk	stīċk	shūċk
sīċk	dōċk	līċk	trūċk	slīċk
flēċk	stūċk	strūċk	quīċk	flīċk

Phonics: What sound has *c* in these words? With what letter does each end? What kind of vowel precedes the *c*? Review SECTION 6.

TO THE TEACHER: Words of one syllable in which *c* follows a short vowel usually add a final *k*.

37

EAR TRAINING

rim	fob	clan	drift	while
nap	pus	muck	shrug	stroke
met	rag	dupe	flush	stilts
cud	vent	sink	slept	stripe
rut	home	hill	slug	fang

Desk work: Write these words, marking the vowels.

38

high	blight	fright	plight
nigh	bright	light	right
sigh	fight	might	sight
thigh	flight	night	tight
bight	spright	knight	sleight

Desk work: Write these words, drawing a line through the silent letters.

Notice that **gh** is silent after **i**.

39

ay = ā		ai = ā		
bay	day	aim	aid	snail
fay	jay	rail	jail	grain
hay	ray	waif	raid	trail
dray	tray	nail	plait	claim
clay	stray	maid	paint	brain

Desk work: Write the plurals of the words in the first, second, and third columns, drawing a line through the silent letters.

40

NUMERALS

one	first	six	sixth
two	sec'ond	sev'en	sev'enth
three	third	eight	eighth
four	fourth	nine	ninth
five	fifth	ten	tenth

A *syllable* (sīl'ā b'l) is a word, or part of a word, sounded with a single effort of the voice. Notice that *sec'ond*, *sev'en*, and *sev'enth* have two syllables.

Numerals belong to the class of words called *words that describe*. Use each of these numerals with a name-word.

Example: *One book; the first book.*

41

PLURALS

styles	skins	twigs	hordes
valves	knobs	hulls	spires
bribes	plans	hanks	glands
brands	gifts	trains	crimes

Desk work: Write the singular form of each of these name-words.

42

ee = ē

fēe	wēed	hēed	hēel	pēep	blēed
ēel	trēe	lēek	flēet	rēed	whēel
sēe	bēet	fēel	sprēe	wēek	brēeze
dēed	dēem	kēel	slēet	rēel	chēese

Notice that the vowels not marked are silent.

43

ew = ū

ew = u

pew	Jew	brew
few	news	grew
new	stew	screw
hew	skew	crew
dew	re new'	shrew

44

our	house	mound	cloud
thou	trout	scout	douse
oust	sound	count	pouch
sour	couch	hound	ground

In these words **ou** is a *diphthong* (dĩ'thống). A diphthong is a union of two vowel sounds pronounced in one syllable.

45

ow = ou

owl	row	down	crowd
how	cow	brow	clown
now	fowl	town	frown
vow	scow	prow	growl
mow	plow	drown	crown

What is **ow** in these words?

46

ÿ = ĭ

mist'y	moss'y	hump'y	shin'y
silk'y	loft'y	clump'y	pin'y
wind'y	frost'y	mold'y	ros'y
trick'y	lump'y	ston'y	ho'ly
rock'y	stump'y	bon'y	ti'ny

Notice the mark (') placed to the right and a little above the first syllable in each of these words. It is called the *accent mark*, and shows that the syllable so marked is pronounced with more force than the other.

47

ea = ē

bēan	ēar	bēam	sēat	spēar
sēal	tēam	mēal	bēads	pēace
tēar	hēat	clēat	hēap	lēase
jēan	vēal	whēat	trēat	stēam
rēad	ēaves	rēach	scrēam	pēach

Desk work: Write these words, drawing a line through the silent letters.

48

ea = ě

dĕaf	sprĕad	dĕad	brĕad
hĕad	brĕast	trĕad	thrĕat
swĕat	wĕalth	mĕant	hĕalth
drĕad	thrĕad	rĕalm	clĕanse

Notice that *a* is not sounded in any of these words, and therefore is silent.

49

ĕ'ra	trĭb'ăl	ĕā'pŏn	grān'tŏr
ā bĭde'	sĭl'văn	lĕe'tŏr	joy'oŭs
sŏ'lār	trŭ'ănt	tŏr'pŏr	ĕā'dĕnge

In marking unaccented syllables the italic vowels (*ă, ă, ě, ǒ, ŭ*) indicate a lighter, more obscure sound than the pronunciation indicated by corresponding symbols not italicized.

50

HEARD AT SCHOOL

ăb'sĕnt	tăb'lĕt	ĕŏl'lĕge	dĭs mĭss'
pŭ'pĭl	prĭm'ĕr	stŭ'dĕnt	sŭb trăet'
erăy'ŏn	ĕăm'pŭs	grăm'măr	blăck'bŏard
lĕs'son	pĕn'ĭl	prŏb'lĕm	rĕad'ĭng

51

oa = ō

rŏar	lŏam	ŏar	tŏad	shŏal
sŏap	cŏach	lŏan	sŏak	flŏat
fŏam	rŏast	cŏal	bŏat	bŏard
gŏat	grŏan	ŏats	rŏan	tŏast

Desk work: Write these words, drawing a line under the silent letters.

52

fad	rear	creed	clean	scowl
talc	chin	flock	crypt	lunch
pomp	kept	cease	shear	screen
coat	steer	scour	tract	fleece
jail	sheep	whack	loaves	bounce

Desk work: Write these words, marking the vowels so as to show their sounds. Notice that the diphthongs **ow** and **ou** are never marked. However, **ow** and **ou** are not always diphthongs.

53

ánt	hásp	ásk	gláss
ráft	pást	wáft	chânt
láss	bráss	mást	dráft
cásk	flásk	báss	slánt
tásk	básk	fást	lást

Notice the sound of **a** in these words. This sound of **a** is called *short Italian* and is marked thus, **á**.

54

EAR TRAINING

van	gram	pack	crag	chaff
deep	feed	free	gouge	scrape
have	zeal	flog	grist	thence
mush	code	seek	scrub	slight
husk	haze	gulf	graft	kind

Desk work: Write these words, marking the **c's**, **g's**, and *vowels*. Draw a line through the silent letters.

55

â = ê

bâre	câre	stâre	râre
scâre	hâre	thêre	dâre
shâre	snâre	spâre	mâre
whêre	flâre	glâre	pâre

Notice the mark above **a** and **e** in these words. This mark (ˆ) is called a *circumflex* (sûr'kûm flĕks).

What is the last letter that is sounded in each word? Notice that **â** and **ê** are followed by an **r** with silent **e**.

Phonics: Drill on the sound of **â** and **ê**. Review SECTION 53 and distinguish between **â** and **ă**. These sounds are often confused.

56

arc	cult	hence	crutch	pact
cry	carp	mulct	prance	scant
fact	since	clasp	scone	cast
cede	farce	franc	whence	corn
script	crest	sconce	vince	cave

Desk work: Write these words, marking the **c**'s so as to show their sound.

57

adz	seed	gain	braid	steed
sac	hulk	trump	strap	chart
bat	jeer	scarce	sheet	stream
act	deal	trait	snout	shroud
fag	goes	hitch	hole	myths

Desk work: Write these words, marking the vowels.

58

ACTION-WORDS

ěbb	chăt	lënd	stăb	wēan
păt	flăp	hünt	pröd	prëss
dôn	hělp	whět	băng	crüş
bęg	dũmp	lĩsp	shăt	swěll

Phonics: Pronounce the sounds indicated by the marks above the letters.

59

NAMES OF SCHOOLMATES

Jane	Maud	Grace	Ralph
Mark	Lu'cy	Frank	Hel'en
Anne	Hen'ry	El'len	Charles
Paul	Fan'ny	Eth'el	Al'fred
Ruth	Ed'win	Da'vid	Wal'ter

The names of persons always begin with capitals. Every person has two or more names. The last name is his *family name*. The first name is his *given name*. Some people have another name which is written between these names; this is called a *middle name*. Explain to the pupils why we must have two names.

Desk work: Write your full name; the full names of your father and mother; also those of two schoolmates. Which are the given names? the family names? the middle names?

60

WORD BUILDING

sănd	rĩsk	chĩll	flöss	slăng
kĩnk	dũst	thrift	flësh	pĩtch
rũst	bũlk	filth	plũck	fröth

"Words that describe" are often formed from name-words and action-words by adding certain endings to them. One of the endings most commonly added is *y*.

Desk work: Write these words. Opposite each write the new word made by adding *y*.

Example: *Sand, sandy.*

61

mail	boil	chain	coast	nay
gown	goad	greet	peach	speed
fear	weep	found	spout	gleam
ream	roam	raise	sweet	freeze

Desk work: Write these words, drawing a line through the silent letters. Remember that **ow** and **ou** when diphthongs are both sounded.

62

äre	mär	ärm	härp	pärk
bär	tär	ärt	märsh	stärt
cär	jär	färm	stärk	cärve
fär	stär	lärđ	chärm	bärge

The sound that **ä** has in these words is known as *Italian a*.

Phonics: Drill on the sounds of **a** so far learned, **ä, ä, ä, ä, ä**.

63

One word by itself is not very useful. At least two words are necessary to express a thought. "*Boys*" by itself does not tell anything, but "*Boys play*" does tell something. "*Boys*" is a *word*. "*Boys play*" is a *sentence*. The first word of every sentence begins with a capital letter.

Desk work: Write five sentences that tell something, using in each a word selected from SECTION 8.

Place a period after each sentence.

Example: *The desk is high.*

64

o = u = ew

do	to	rule	rise	brew
who	move	truth	crude	grew
lose	whom	prune	spruce	crew

Notice that the sound of **o** is the same as that of **u** in these words.

Phonics: Drill on the sounds of **o** thus far learned, **ö, ö, ö**, also **ü, ü, ü**.

65

bōot	tōol	ōoze	bōoth	grōom
fōol	hōof	fōod	brōom	rōost
rōof	lōom	tōot	mōose	slōop
sōon	mōon	dōom	stōol	schōol

In these words the sound of **ōo** is the same as that of **o** and **u** in the words used in SECTION 64.

66

tăp	hōot	cōax	drown	drēnch
wăg	bărk	pēlt	bound	drēdge
dărn	shout	mōor	părch	chānge
crăm	solve	rouse	pound	strētch
glāze	tărt	thrōb	mound	hours

Notice that no mark is placed on **ou** and **ow** in the above words. Why?

Phonics: Pronounce each vowel sound in the above words.

67

WORDS OF LIKE SOUND

cent	sent	led	lead
flee	flea	meet	meat
sale	sail	fair	fare
hear	here	peek	peak
mail	male	air	heir

Desk work: Write five sentences, each containing one of the above words.

TO THE TEACHER: The above lesson is a fine opportunity to teach the pupils how to use the dictionary. Assist your class in finding the definitions of these words.

68

hand	witch	brush	blouse	grave
reef	noose	bench	sleeve	feast
mass	scarf	spool	sprout	width
fish	match	cheer	sketch	track

Sometimes sentences are used to *ask questions*. This mark (?) must be placed at the end of all such sentences. It is called the *question mark* or the *interrogation point*.

Example: *Which is your right hand?*

Desk work: Write five questions, each containing one of the above words.

69

ě

hěr	fěrn	těrm	běrth	něrve
ěrr	gěrm	věrb	pěrch	stěrn
wěre	pěrt	sěрге	věrise	chěrt
hěrd	jěrk	clěrk	sěrive	věrige

Notice the mark (ˇ) above *e* in these words. It is called a *tilde* (tíl'dě). What letter follows *e* in each of the above words?

Phonics: Drill on the sounds of *e* thus far learned, ě, ē, ê, ë.

70

ape	rant	hers	cart	grind
eve	wink	part	dish	flume
ōwn	much	rude	land	shade
fig	scar	seem	sash	merge

A mark used to show the sound of a letter is called a *diacritical* (dī'á krīt'ī kál) *mark*.

Desk work: Write the above words, using the proper diacritical marks so far learned, and drawing lines through all the silent letters. Notice that in the word *own*, *ow* is not a diphthong. *O* here has the long sound and *w* is silent.

71

i = ē

fīr	sīr	stīr	flīrt
gīrl	fīrm	whīrl	shīrk
bīrd	dīrt	shīrt	twīrl
skīrt	mīrth	thīrst	smīrch

What letter followed e in the words in SECTION 69? What letter follows i in the above words?

Phonics: Drill on the sounds of i thus far learned, i, ī, ī.

72

IMITATIVE WORDS

bāa	hūm	būzz	crēak
mōo	tīck	blēat	trīll
pōp	whīz	chīrp	blāre
mew	hūsh	twāng	squēak

Each of the above words when properly pronounced imitates some well-known sound. This shows us how some of the words we use originated. Tell what makes each of these sounds.

73

n = ng

bun <u>k</u>	pun <u>k</u>	brin <u>k</u>	flan <u>k</u>
lin <u>k</u>	chin <u>k</u>	pran <u>k</u>	thin <u>k</u>
ban <u>k</u>	plan <u>k</u>	drin <u>k</u>	cran <u>k</u>
jun <u>k</u>	spun <u>k</u>	blan <u>k</u>	shrin <u>k</u>

When k follows n in the same syllable it makes the sound of n like ng, and is marked as above.

Phonics: Drill on this sound of n. Have pupils find ten words in SECTIONS 1 to 5 that end in n. Require them to pronounce these words so as to prolong the n sound. Drill on the two sounds of n until the pupils can distinguish between them.

TO THE TEACHER: In words of one syllable n has the sound of ng when followed by k, hard ch, or x.

74

TROUBLESOME WORDS

<i>knāve</i>	<i>nūmb</i>	<i>gnu</i>	<i>wrēn</i>
<i>knōll</i>	<i>bōmb</i>	<i>gnāt</i>	<i>wrāp</i>
<i>knäck</i>	<i>lāmb</i>	<i>gnāsh</i>	<i>wring</i>
<i>knēel</i>	<i>eōmb</i>	<i>gnōme</i>	<i>wrench</i>

In these words the italic letter, *k* for example, shows that the letter is silent.

Desk work: Write these words, drawing lines through the silent letters.

TO THE TEACHER: When occurring in the same syllable, *g* and *k* are silent before *n*; *w* is silent before *r* and *b* is silent after *m*.

75

+ ing

link ing	tick ing	part ing	whirl ing
bank ing	hush ing	seem ing	thirst ing
drink ing	buzz ing	cast ing	skirt ing
shrink ing	bleat ing	land ing	shirk ing
think ing	chirp ing	grind ing	twirl ing

Desk work: Write the above words, marking the first syllable of each so as to show the accent. See SECTION 46.

How are all the words in this section built? See SECTION 60.

76

soft	stout	fond	lance
neat	clear	vain	clamp
wild	blind	loud	plain
rank	bunch	droll	blush

Desk work: Write these words, drawing a short line under the diphthongs and a line through the silent letters.

77

rōw	bōwl	bōw	sōw	snōw
tōw	crōw	blōw	stōw	glōw
mōwn	fłōw	thrōw	shōw	grōwn

What letter is silent in all these words?

What sound did **ow** have in SECTION 45? How does **ow** there differ from **ow** in the above words?

78

NAMES OF PERSONS

A'da	A'my	Lo'is	Ag'nes	I'da
I'nez	Ed'na	No'ra	Al'ice	E'va
El'la	Em'ma	Ro'sa	Clar'a	E'dith
Co'ra	Ma'bel	Su'san	I rene'	Lau'ra
Ma'ry	Sa'rah	Nan'cy	Flo'ra	Mil'dred

With what kind of a letter do all of these words begin?

79

WORDS OF LIKE SOUND

ail (12)	ate (40)	tail (32)	seam (70)
too (40)	rap (74)	know (31)	foul (45)
inn (3)	sell (24)	weak (42)	stiles (41)
bee (16)	raze (61)	main (32)	creek (72)

Desk work: Turn to the section indicated by the number after each of these words and you will find in it a word that has the same sound. Write the words in pairs. Example: *Ail, ale*.

80

all	wart	halt	awl	chalk
hawk	salt	dawn	bald	stall
talk	ball	hall	call	small
warm	lawn	balk	warn	crawl

This sound of **a** is called *broad a*. How is it marked?

Phonics: Pronounce these sounds: *ă, ā, â, â, ä, ą*.

Careless speakers often confuse *ă* and *ą*.

81

TROUBLESOME WORDS

knöb	dümb	wrüng	scënt
bütt	knöt	crümb	wrist
knew	hÿmn	rhÿthm	scythe
lîmb	bëlle	grippe	grille

Phonics: Spell each word by sound, as well as by the letters.

Desk work: Write these words, drawing lines through the silent letters.

82

eat	sift	look	weave	vouch
boom	trim	send	cheat	print
stay	mite	punch	plant	tease
mask	jump	sweep	prowl	teach

Desk work: Write the words containing diphthongs, drawing a line under the diphthongs.

83

sex	lens	rash	stamp	tress
cad	vise	scalp	ranch	batch
fox	whoa	flash	patch	branch
fez	wish	sense	smelt	groove

Pronounce *whoa* (hwō).

Phonics: Pronounce the vowel sounds in each word.

84

EAR TRAINING

gasp	class	dance	pledge	shrewd
scoff	budge	crease	twitch	praise
trust	whelp	thrive	blanch	scheme
theft	rinse	trudge	glance	thrash

Desk work: Write these words, using the proper diacritical marks.

85

ABBREVIATIONS

North	N.	North east'	N. E.
South	S.	South east'	S. E.
East	E.	North west'	N. W.
West	W.	South west'	S. W.

To save time we shorten many words that are used frequently by omitting some of their letters. The shortened forms are called *abbreviations* (ă brĕ' vĭ ā' shŭns). Of what is N. the abbreviation? W.? S. E.? N. W.? What mark is placed after abbreviations?

86

WORDS THAT DESCRIBE

mad	pink	lean	dear	brown
low	dark	faint	fine	grand
odd	meek	stiff	steep	strict
lank	vile	coarse	round	blond

Desk work: Write five of these words, each with a name-word which it describes.

Example: *Mad dog.*

87

TROUBLESOME WORDS

whōle	thyme	dĕbt	bŭtte
eōrps	rhyme	isle	gnārl
ghōst	plŭmb	kĭln	wrĕst
swōrd	scēne	yōlk	thŭmb

Desk work: Write the above words in two columns. Mark the silent letters in one column, but not in the other.

88

WORD BUILDING

rain	need	grime	cream	ease
mood	luck	crimp	craft	brine
pulp	room	dream	drowse	flint
wire	leak	sleep	grease	stealth

Desk work: Write new words by adding *y* to these words; but when the word ends in silent *e* drop the *e* before adding *y*.

89

u = ōō

put	bull	sōot	cōok	wōod
bush	push	bōok	wōol	shōok
pull	full	hōod	tōok	brōok

Phonics: Pronounce these sounds: ŭ, ū, u, u, ōō, ōō.

90

TROUBLESOME WORDS

wrȳ	knēe	bough	wrōte	hour	knīght
ewe	knīt	doubt	clīmb	jāmb	drought

Pronounce *ewe* (ū).

Phonics: Pronounce *ou*.

Desk work: Write these words in two columns. Mark the silent letters in one column, but not in the other.

91

mat	fawn	pool	lark	shaft
win	slaw	vamp	mask	rites
box	shoat	noon	gage	birth
lynx	guess	barn	goal	grouse

Desk work: Write these words, using the proper diacritical marks.

92

ô

ôr	nôr	fôr	hôrse	shôrt
fôr	ôrb	hörn	tôrch	stôr
môrn	côr	côrd	thörn	snôrt
lôrd	fôrm	börn	scôrn	gôrge

Notice that this sound of o is always followed by r. The mark (ʰ) placed above it to indicate its sound is called the *circumflex*. See SECTION 55.

Phonics: Drill on these sounds thoroughly: ô, ô, ɔ, ô, ôô, ôô.

93

WORDS THAT DESCRIBE

limp	vast	blunt	bleak
keen	cool	cheap	sharp
prim	mean	frail	proud
calm	trite	tense	chaste

Desk work: Write ten of these words with name-words which they describe.

94

+ ly

keen'ly	scarce'ly	clear'ly	free'ly
calm'ly	strict'ly	blind'ly	deep'ly
mean'ly	grand'ly	vain'ly	rare'ly
cheap'ly	dear'ly	loud'ly	bare'ly
proud'ly	fine'ly	plain'ly	sweet'ly

Desk work: Write these words in one column, and after each write the word without the ending ly.

Example: *Keenly, keen.*

95

owe	reap	shape	close
rave	fuse	chase	stake
rapt	bide	plead	chafe
tame	wage	midst	sear

Desk work: Write these words, using the proper diacritical marks.

96

ó = ŭ

són	wón	wònt	mònth
lòve	sóme	dòne	shòve
one	dòve	còme	glòve
nòne	once	mónk	spònge

Pronounce *one* (wŭn); *once* (wŭns).

Phonics: Pronounce ó, ô, ó, ô, ô.

97

cít'ŷ	bev'ŷ	pet'tŷ	car'rŷ
man'ŷ	ver'ŷ	pŷg'mŷ	cŷg'net
on'lŷ	cop'ŷ	cool'lŷ	sŷs'tem
co'zŷ	í'dŷl	í'vo rŷ	cŷm'bal

Phonics: Pronounce ĭ, ŷ, ĭ, ŷ. Name four words, each containing one of these sounds.

98

oi

oil	coin	coil	poise	moist
join	soil	loin	groin	joint
boil	joist	broil	spoil	noise
void	voice	hoist	choice	point

In these words oi is a diphthong. Why? See SECTION 44.

99

quĭt	quāil	squĭrt	quĭll
quăck	quēen	quĭnce	quĕnch
quĕll	quĭlt	quartz	squēal
squĭd	quōte	quāint	squēeze

The letter **q** is *always* followed by the letter **u**. In most words **qu** is pronounced as though spelled **kw**.

Phonics: Drill the pupils on this sound of **qu**.

100

$$\hat{u} = \tilde{e} = \bar{i}$$

bâr	fâr	câr	cârl	pârse
ûrn	tûrn	fûrl	spûr	chûrn
sûrf	ûrge	cârd	cârve	spûrt
hârt	hârl	tûrf	lûrch	bûrst

What letter comes immediately after **u** in these words?

Review SECTIONS 69 and 71. What is the name of this mark?

Phonics: Pronounce â, ê, ô, û, ã, and ĩ. Name six words, each containing one of these sounds.

101

DOUBLE USAGE

slit	blur	war	sneak	blast
mark	dart	walk	grill	flood
hook	work	strop	latch	swarm
burn	leap	stress	lounge	nurse

These words permit of two different uses; as name-words and as action-words. This is true of many words. In order to tell what such words are we must see or hear them used in sentences.

Desk work: Write short sentences showing the use of five of these words as name-words, and also as action-words.

Examples: *The boy slit his coat* (action-word); *the boy made a slit in his coat* (name-word).

102

near	rue	maim	shoot	pant
stun	jut	slip	poach	twine
hark	lurk	weld	stoop	rift
wait	want	melt	smear	sprint

Desk work: Mark diacritically all of these words.

103

a = ö

was	wad	wan	wash	squad
swan	wasp	swab	swamp	squash
what	swap	wand	swash	watch

Phonics: Pronounce these sounds: ä, a, ö.

104

NAME-WORDS

size	lapse	judge	smudge
ridge	ledge	dirge	spouse
lodge	niche	prince	bridge
prize	grange	grudge	glimpse

With what kind of e do these words end?

Desk work: Write the plural of these words.

105

+ ed

wait'ed	dart'ed	hoist'ed	need'ed
want'ed	blast'ed	cord'ed	hood'ed
melt'ed	flood'ed	snort'ed	post'ed
blend'ed	point'ed	squirt'ed	mold'ed
weld'ed	joint'ed	blurt'ed	trust'ed

Desk work: Write these words without the ending ed.

106

d = t

mixed	pricked	gushed	basked
passed	sniffed	clashed	reached
sulked	clipped	hitched	botched
doffed	gripped	blinked	dressed

In all of the above words you will find that **d** has the sound of **t**. What kind of an **e** precedes the **d**? Notice the difference in the sound of **d** in these words and in the words that are given in SECTION 105.

Phonics: Drill on this sound of **d**. Have pupils select from SECTIONS 1 to 8 ten words ending in **d**. Use these words to show the difference in the sounds.

107

cue	toe	hoe	woe
doe	lie	flue	yea
foe	tea	plume	throb
pie	shoe	plea	throe

Desk work: Write the plurals of these words.

108

squæt	quǐz	quālm	squǐrm
quīre	squāb	quēst	squāwk
quoit	quāke	squīre	squēlch
quōth	quāff	quī'ēt	quō'tient
quēer'ly	quīrk	squīnt	quīn'sy

What letter always follows **q**?

Phonics: Pronounce slowly each of the words in this section. Be very careful to give each vowel the sound indicated by the mark.

109

e = a

they	whey	vein
sley	rein	reign
prey	neigh	freight
eight	o bey'	feign

Notice that in these words **e** is followed by either **y** or **i**.

Desk work: Write these words, marking the silent letters.

110

+ **ēr**

+ **ěst**

old'er	fresh'er	old'est	fresh'est
vain'er	slack'er	vain'est	slack'est
bold'er	rich'er	bold'est	rich'est
mild'er	wild'er	mild'est	wild'est
dull'er	plump'er	dull'est	plump'est

Desk work: All of these words were made from ten words by adding **er** or **est**. Write those ten words.

III

TRoublesome Words

däunt	fläunt	daub	taut
häunt	cräunch	haul	vault
täunt	häunch	gauze	pause
jäunt	läunch	sauce	caught

Phonics: What letter is silent in each of these words? Pronounce the words in the first two columns. What sound of **a** do they contain? Pronounce the words in the last two columns. What sound of **a** do they contain? Do not confuse the sounds of **ä** and **a**.

112

CONSONANT *y*

yet	yew	yawn	yearn	young
you	yam	yoke	year	yeast
yes	yelp	yarn	yawl	youth
yon	yule	yore	yard	yield

Phonics: In these words *y* is a consonant. Compare these words with those in the last two columns of SECTION 106. What kind of letter is *y* there? In what part of the words is it found? Where is it found in the above words?

113

PECULIAR PLURALS

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
man	men	goose	geese
foot	feet	mouse	mice
louse	lice	tooth	teeth
knife	knives	ox	ox'en

Desk work: Write five questions containing these words; then write answers to the questions.

114

+ *ful*

thank'ful	force'ful	dire'ful	help'ful
fit'ful	waste'ful	fright'ful	art'ful]
tune'ful	mind'ful	tear'ful	truth'ful
shame'ful	bale'ful	dread'ful	cheer'ful
hope'ful	grate'ful	care'ful	change'ful

What syllable is accented in each of these words? How is it shown? Name the words that contain no silent letters.

115

TROUBLESOME WORDS

<i>hērb</i>	<i>ālms</i>	<i>knēll</i>	<i>pālm</i>
<i>tōmb</i>	<i>gnaw</i>	<i>sālvē</i>	<i>wrēтч</i>
<i>writ</i>	<i>knārl</i>	<i>whōse</i>	<i>brōgue</i>
<i>bālm</i>	<i>whōōp</i>	<i>wrēak</i>	<i>knout</i>

Desk work: Write these words in two columns, marking all the silent letters in one column but not in the other.

116

ou = ōō

<i>sou</i>	<i>group</i>	<i>ghoul</i>	<i>bourse</i>
<i>coup</i>	<i>route</i>	<i>croup</i>	<i>re coup'</i>
<i>soup</i>	<i>wound</i>	<i>troupe</i>	<i>tour'ist</i>
<i>tour</i>	<i>rouge</i>	<i>through</i>	<i>rou tine'</i>

Pronounce *rouge* (rōōzh).

Phonics: Pronounce the vowel sound in *soup*, SECTION 116; *four*, 40; *sour*, 44; *snout*, 57; *you*, 112; *young*, 112; *youth*, 112.

117

EXCLAMATIONS

<i>ōh</i>	<i>eh</i>	<i>āh</i>	<i>lō</i>
<i>tūt</i>	<i>hā</i>	<i>fie</i>	<i>ā hā'</i>
<i>ugh</i>	<i>bāh</i>	<i>hīst</i>	<i>hūsh</i>
<i>pugh</i>	<i>shōō</i>	<i>tūsh</i>	<i>pōōh</i>

These words are called *exclamations*. They, or the sentences in which they occur, are followed by the *exclamation mark* (!).

Desk work: Write five sentences, using in each a word in this SECTION.

Example: *Oh! I cut my hand.*

118

+ en

wax'en	slack'en	bright'en
damp'en	black'en	fright'en
hemp'en	strick'en	tight'en
flax'en	gold'en	light'en
fresh'en	sick'en	deep'en

Phonics: What letter is silent in all of these words? Where is the accent?

119

WORD BUILDING

bond	dray	drain	wharf
peer	band	truck	shrink
cord	short	stump	light'er
front	post	wreck	par'son
port	seep	steer	bro'ker

Spell the words formed by adding **age** to these words.

120

eh = k

āehe	ēach
ehôrd	chöpf
sehōol	lārch
ēeh'ō	chīld
ehāgm	mīlch

ch

sūch	chārt
chōke	mūnch
chīde	stārch
whīch	thātch
bēach	lēech

Phonics: Notice the difference between the pronunciation of hard **eh** and the common **ch**. Pronounce each separately. What letter could be used in place of **eh**?

121

off	scull	frill	toll	thrall
muss	fall	stack	drill	smack
wall	buff	truss	skiff	squall
loll	check	scroll	crack	thrill

If you do not remember why these words end in **ff**, **ll**, **ss**, and **ck**, see suggestions under SECTIONS 24 and 36.

122

dun (96)	rote (90)	heal (42)	road (19)
rye (90)	vice (83)	soar (30)	time (87)
ark (56)	rest (87)	deer (86)	plane (76)
lye (107)	waist (32)	root (116)	waive (12)

Desk work: Turn to the section indicated by the number after each of these words and you will find in it a word that has the same sound. Write the words in pairs.

123

toy	guy	law	boy
saw	key	way	jaw
joy	claw	flaw	eye
pea	bead	sway	haw

Desk work: Write the plurals of these words.

124

cârd	could	cûrse	cōpse	scrawl
cûrb	crōak	wince	cringe	fiēce
calk	scald	crämp	pounce	scrăp
cling	clück	niēce	pòm'âce	cōrpse

Desk work: Write these words, showing by the proper marks whether **c** is *hard* or *soft*.

125

EAR TRAINING

kin	plot	spar	mead	baize
malt	dirk	lope	sward	hoard
dean	rush	nook	proof	swoon
noun	tired	hail	straw	snarl

Desk work: Write these words, using the proper diacritical marks.

126

+ lëss

+ nëss

hat'less	smoke'less	fat'ness	mad'ness
hair'less	tire'less	slim'ness	stiff'ness
thank'less	shift'less	crisp'ness	fine'ness
child'less	tune'less	prompt'ness	faint'ness
shore'less	fade'less	vile'ness	cold'ness

127

tăx	twīt	wōrst	tribe	chûrch
ărch	slûr	shăwl	wōrld	thwărt
dĭnt	zĕst	swĕpt	skĭmp	prĕach
bōde	plōd	spĭte	wăltz	stĕnch

Phonics: Pronounce each marked letter separately, giving it the sound indicated by the diacritical mark.

128

bĕrg	chĕek	hōax	stălk	străin
tĕnd	elōak	rĕad	trĕnch	flĭtch
dăsh	trūce	sprăin	thrōat	serătch
wĭsp	dwarf	blōtch	swĭtch	splūrge

Desk work: Write each word containing a silent letter.

129

I'm	I've	I'll	'twas	wasn't
he's	'tis	isn't	aren't	won't
don't	can't	you'll	you're	there'll
there's	you've	doesn't	couldn't	shouldn't

When we shorten a word, or two words, by the omission of one or more letters, we form a *contraction* (kǒn trǎk'shǔn). The mark ('), called the *apostrophe* (à pōs'trō fè), takes the place of the missing letter, or letters.

The words most commonly contracted are *am, are, is, not, have, and will.*

Desk work: Write these contractions, and opposite each, the words that are contracted.

130

COMMON ABBREVIATIONS

ton t.	cent ct.	dram dr.	pound lb.
inch in.	pint pt.	page p.	month mo.
foot ft.	yard yd.	ounce oz.	square sq.
mile m.	peck pk.	quart qt.	street st.

What is an abbreviation? What is always placed after an abbreviation? Review SECTION 85.

Plurals: Generally the same abbreviation is used for the plural as for the singular form; *cts.* for *cents*, *pp.* for *pages*, and *yds* for *yards* are exceptions.

131

ACTION-WORDS

mow	etch	purge	bloom	howl
woo	skip	shirr	nudge	please
wed	delve	spray	sneeze	starve
dub	swirl	foist	swerve	bleach

Desk work: Write five of the above words in sentences.

132

laud	fraud	pōur	dōugh
au ^h ght	taught	sōul	mōurn
cause	pāunch	cōurt	sōurce
naught	clause	gōurd	thōugh

Phonics: Review SECTION 80 and drill on the sounds of **a**.

133

WORD BUILDING

singe	singe'ing	singed
tinge	tinge'ing	tinged
stay	stay'ing	stayed
lay	lay'ing	laid
pay	pay'ing	paid
say	say'ing	said

Phonics: Pronounce the words in the second column.

Desk work: Use the word at the top of each column in sentences.

134

WORD BUILDING

băt	bāte	tăp	tāpe	nőt	nōte
fat	fate	met	mete	rot	rote
hat	hate	bit	bite	rod	rode
mat	mate	kit	kite	cut	cute
cap	cape	sit	site	cub	cube

Notice that in many words the final silent **e** changes the short sound of the vowel to a long sound.

Example: *bat, bate.*

Phonics: Pronounce the words not marked.

135

earn	stave	chair	swear	guilt
earl	hearse	stair	suit	guild
learn	dearth	bear	juice	guile
search	pair	wear	sluice	guise
pearl	hair	pear	build	guide

Phonics: Review SECTIONS 55 and 60.

Desk work: Write these words, marking the vowels and silent letters.

136

s = z

hawse	ap plaʊs'	na'sal	re sort'
browse	like'wise	im pose'	op pose'
dai'sy	coast'wise	es pose'	sup pose'
de serve'	bee's wax	re vise'	dis close'

137

IMITATIVE WORDS

çaw	brāy	click	pshaw
pûr	hiss	grünt	crunch

Desk work: Use five of these words in sentences.

138

bid	nape	load	foil	surge
par	mink	sane	gall	steal
coo	rout	ward	vale	maul
tare	bawl	peel	marl	death

Desk work: Write these words, using the proper diacritical marks.

139

ore (51)	peal (138)	ware (135)	maize (32)
pray (109)	lode (138)	role (22)	beech (120)
gait (12)	been (15)	beet (146)	would (89)
hoop (115)	pore (132)	steel (138)	course (86)

Desk work: In the section indicated by the numbers after each of these words there is another word which has the same sound. Write these two words in pairs.

140

TROUBLESOME WORDS

pēat	gäunt	steāk	väunt	ēarth
deūce	quash	suāve	heārth	fāult
gāuge	squib	fruit	eruiſe	brēadth
guēst	bruīse	height	sleighſ	seofurſe

Phonics: Pronounce the vowel sounds in these words.

141

door	shunt	scoop	crouch	hatch
worth	floor	slash	snatch	grant
skull	parse	flour	splash	slump
sling	spurn	sloop	fray	length

Desk work: Write in sentences the words in this section containing diphthongs.

142

WORDS OF LIKE MEANING

tall	serf	gaze	jest	whim
high	slave	stare	joke	freak
ought	stain	rac'y	slow	thief
should	dye	spic'y	tar'dy	rob'ber

143

gird	sung	green	gout	state
flute	dusk	storm	next	snipe
tram	null	knock	more	scale
pail	make	thong	bolt	grasp
welt	lyre	loose	pawn	worse

144

garb	trip	creep	smash	grace
cowl	mint	fling	wrong	roach
lute	mold	split	pitch	least
sham	rusk	drone	speak	spark
name	sole	troop	girth	drawl

145

pun	flaw	mean	scope	sneer
due	snag	loop	lunge	chine
oak	coop	feel	heave	trend
jot	fort	sect	brood	beast
nun	pope	deck	smooth	slush
dip	pith	cape	jounce	beard

146

strut	hold	beat	mote	whit
gleam	feat	snap	weal	sled
trawl	lest	sill	mart	rend
taint	boon	gist	scan	molt
breach	daze	hone	jilt	span

147

sue	word	shun	lair	gloom
awe	hate	pang	then	strife
rid	chute	keep	haste	throng
thy	kill	glad	theme	seethe
wit	than	mode	leave	shrine

Desk work: Write these words with the proper diacritical marks.

148

THINGS AT THE MARKET

ba'con	sa'go	pip'pin	dam'son
co'coa	su'et	gin'ger	cit'ron
sīr'ŭp	so'da	rai'sins	cof'fee
ci'der	hon'ey	sau'sage	cut'let
sug'ar	clar'et	sôr'ghŭm	nut'meg

Pronounce *sugar* (shōōg'ēr).

149

grass'-green	deaf'-mute'	high'-toned
brand'-new'	red'-hot	long'-lived
free'-hand	hot'-head ed	low'-necked
knee'-deep'	ill'-bred	roll'ing-pin
bold'-faced	jet'-black	stone'-blind'

Notice the mark between the parts of these words (-). It is called a *hyphen* (hī'fēn).

Notice that each of these words is made up of two words. Many words are made in this way. They are called *compounds* (kōm'-pounds), which means "put together."

150

bod'y	an'gry	kine	sheer	cack'le
dā'is	al'ley	pelf	deign	ar'dent
ep'ic	a dore'	fā'in	leach	ēn tā'il'
i'dle	ēn äet'	małl	staid	hōm'ī lŷ

151

an'y	ap'ple	stol'id	cab'in
re'al	bru'in	cen'ter	cof'fer
so'ber	in deed'	tar'iff	ut'most
lem'on	prop'er	din'ner	spi'ral
bet'ter	sel'dom	let'ter	morn'ing

152

TROUBLESOME WORDS

eough	rough	rogue	plague
toough	trough	vague	morgue
laugh	draught	tongue	league

After au or ou, gh is often pronounced like f.

153

AROUND THE FARM

dāi'ry	corn'crib	bar'ley	pad'dock
wag'on	or'chard	com'post	thick'et
mān'gēr	bee'hive	hay'rick	har'vest
gan'der	chick'en	poul'try	sheep'cote
mil'let	stub'ble	thrash'er	wind'mill
wick'et	wind'row	vine'yard	road'ster

Pronounce *vineyard* (vīn'yārd).

154

NOUNS

pet'al	bee'tle	ten'dril	rain'bow
tal'on	cob'web	weath'er	chip'munk
se'pal	pol'len	blos'som	bliz'zard
rab'bīt	show'er	crick'et	bum'ble bee

Language: Name-words are called *nouns*.

Desk work: Write five sentences, using in each a noun from the above list.

155

at'las	cau'cus	cho'rus	cen'sus
a'li as	wit'ness	proc'ess	blem'ish
cir'cus	bul'rush	band'box	car'cass
host'ess	trel'lis	dis patch'	var'nish

Nouns that end in s, x, z, ch, sh, and j form their plurals by adding es.

Desk work: Write these words and place opposite each its plural form.

156

trig'ger	tres'tle	rub'bish	mi'crobe
re treat'	cul'prit	sanc'tum	pig'ment
fail'ure	con tour'	stran'ger	hal'yard
wad'ding	shel'ter	bow'sprit	fet'ters
twad'dle	re cluse'	drunk'ard	spin'dle

157

gā'lā	lit'ter	mon'ster	spin'ster
ō'mēn	mur'mur	pol'lard	scab'bard
o'nus	pis'ton	sûr'nāme	cres'cent
in'got	sîg'nēt	stop'per	bul'warks
tod'dy	rack'et	trin'ket	pröv'ince

158

COMPOUNDS

self-willed'	scot'-free'	span'-new
right'-hand ed	well'-bred	well'-nigh
knock'-knead	one'-sid ed	three'-square
long'-wind ed	left'-hand ed	stiff'-necked

159

ABBREVIATIONS

George	Geo.	Jul'ius	Jul.	Wil'liam	Wm.
Jos'eph	Jos.	Rob'ert	Robt.	Mat'thew	Matt.
Dan'iel	Dan.	Josh'u a	Josh.	Tim'o thy	Tim.
Thom'as	Thos.	Ed'ward	Edw.	Fred'er ic	Fred.
Phil'ip	Phil.	Rich'ard	Rich.	E liz'a beth	Eliz.

Never use these abbreviations unless they are followed by family names.

Example: *Geo. Washington.*

160

WITH THE SOLDIERS

bu'gle	am'bush	can'non	pick'et
sal'ly	en list'	ban'ner	slo'gan
ri'fle	de ploy'	vol'ley	can teen'
boo'ty	for'age	sut'ler	tac'tics
en'e my	bul'let	pa role'	cou'ri er
ma'jor	but'tons	dis charge'	gen'er al

161

PECULIAR PLURALS

ělf	bēef	eālf	lōaf	knīfe
hālf	lēaf	wōlf	shēlf	shēaf
līfe	sēlf	wīfe	thiēf	stāff

How are plurals generally formed?

The above words are exceptions to this rule. To spell their plurals change *f*, *ff*, or *fe* to *v*, and add *es*.

Desk work: Write the plurals of these words.

162

fu'el	di'a ry	bob'bin	grid'dle
en'try	ken'nel	leav'en	ham'mock
or'gan	mir'ror	what'not	drā'pēr ŷ
cad'dy	bod'kin	tum'bler	mat'tress
ta'ble	fun'nel	bol'ster	eūs'pī dōr

163

IN OR OF A BUILDING

lob'by	tur'ret	pan'try	kitch'en
at'tic	clos'et	gar'ret	cham'ber
tow'er	par'lor	al'cove	cup'board
por'tal	bel'fry	lard'er	ward'robe
win'dow	cel'lar	draw'er	thresh'old

164

di'al	tu'ber	mur'der	hop'per	pend'ant
i'dol	vic'tim	pòm'mēl	mis fit'	shut'tle
met'al	spīr'īt	fes'tal	pup'pet	stir'rup
fāç'ēt	sig'nal	lock'et	mīs'sīle	trāi'tōr

165

I'ra	Ce'cil	Har'old	An'drew	Fran'cis
Hugh	Lew'is	Ar'thur	Viv'i an	Her'bert
Pe'ter	Ed'gar	Al'bert	Ol'i ver	Clar'ence
Ru'fus	Mo'ses	Er'nest	Hor'ace	Lau'rence

Language: The first letter of a name is called its *initial* (in īsh'ūl). Very often in writing names we use the initials of the first or middle names, or of both, as abbreviations for them. Initials must always be written in capital letters. As initials are abbreviations, what must be placed after them?

Desk work: Write after five of these names a family name. Re-write each of them, using the initial in place of the given name.

166

POSSESSIVES

John's	Mary's	Byron's
George's	Jane's	Whittier's
William's	Susan's	Poe's
Henry's	Ruth's	Lanier's
Robert's	Ann's	Longfellow's

Language: Notice that to each of the above names the apostrophe (') and the letter *s* is added. This is done to show possession or ownership, and the names when so written are called *possessives* (pŏ zĕs'ivz).

Desk work: Write five sentences, using one of these possessives in each.

167

TROUBLESOME WORDS

phlŏx	lŷmph	wright	pŷ'lŏn
knead	wrāth	prāyer	mā lign'
scī'ŏn	psālm	phrāse	phlēgm
ēm bālm'	phāse	sphēre	sphīnx

Usually, **ph** has the sound of **f**.

Desk work: Write these words, drawing a mark under each **ph** that sounds like **f**.

168

suds	mumps	clothes	shēarē
tongs	ash'es	gĭb'lĕts	vi'ands
reins	tights	scis'sors	breech'es
teens	rich'es	bar'racks	trap'pings
folks	pli'ers	trou'sers	fat'u ous
bones	an'nals	tweez'ers	com'pass es

Pronounce *scissors* (siz'ĕrz); *breeches* (brĭch'ĕz).

169

IN THE GEOGRAPHY

ed'dy	peb'ble	cas cade'	em'pire
tid'al	frīg'id	mon soon'	dol'drums
o'cean	cav'ern	king'dom	mo raine'
po'lar	gēy'sēr	fis'sure	gy'elōne
strait	tor'rid	cur'rent	moun'tain
trop'ic	plāç'ēr	sol'stice	whirl'pool

170

AT CHURCH

a men'	răb'bī	pas'tor	Bi'ble
frī'ār	viē'ār	cu'rate	ser'mon
al'tar	sex'ton	chap'el	rec'tor
Christ	ves'try	her'e sy	mis'sal
bish'op	an'them	chăl'ige	lit'a ny
pul'pit	cler'gy	ves'pers	Cre a'tor
ro'sa ry	beth'el	bap tize'	chris'ten

The various names given to *God*, *Jesus Christ*, and the *Virgin Mary* always begin with capital letters. The word *Bible* and names of books and parts of the Bible begin with capital letters.

171

PLURALS

Language: Signs, letters, figures, and words, mentioned without regard to their meaning, form their plurals by adding an apostrophe and s.

Examples:

Mark the sound of the c's.

How many 5's are contained in 55?

Do not use too many and's.

Desk work: Write five sentences, each containing the plural form of one of the following: +, —, of, in, k, g, 4, and 9.

172

ze'ro	of'fal	plen'ty	tim'ber
a kin'	mo'tor	mat'ter	zith'er
wil'y	ta'per	tur'bid	rug'ged
cov'er	top'ic	ref'uge	thorn'y
hob'by	a vert'	tit'bit	cas'ket

Desk work: Write each of these words in which *e* is found, marking diacritically the *e*'s.

173

fod'der	in'mate	pim'ple	whis'per
mag'got	drag'on	mar'gin	traf'fic
ker'nel	mus'ket	pis'tol	giz'zard
mut'ton	pär'çəl	pes'ter	in'grate
post'al	räs'eäl	im pede'	fer'rule

174

dum'my	fin'ger	ën'tränçe	in elīne'
ha'ven	bump'er	frag'ment	bris'ket
çy'ele	eä rēer'	sol'vent	re pair'
mi'ser	fla'vor	spare'rib	ink'ling
pan'ic	ham'let	splin'ter	pen'nant

175

PLURALS

la'dy	bug'gy	mer'cy	pol'i cy
na'vy	que'ry	quar'ry	found'ry
fair'y	sulk'y	cher'ry	lot'ter y
gyp'sy	fer'ry	tro'phy	pri'ma ry
jet'ty	mum'my	ar'ter y	quan'ti ty

Language: Nouns ending in *y*, preceded by a *consonant*, form their plurals by changing *y* to *i* and adding *es*.

Desk work: Write the plurals of these words.

176

PRONOUNS

I	you	her	his	theirs
me	your	hers	it	them
my	yours	he	its	we
mine	she	him	they	our

Pronoun means for a noun. The pronoun is used for the name of the person speaking, spoken to, or spoken of.

Desk work: Write sentences containing words in the first column.

177

IN THE GARDEN AND FIELD

o'kra	pep'per	pars'nip	mus'tard
mel'on	car'rot	cab'bage	mush'room
gar'lic	pea'nut	ru'ta bā'gā	eū'eūm bēr
tur'nip	rad'ish	pars'ley	col'lards

178

ON THE DINNER TABLE

gra'vy	but'ter	noo'dle	cus'tard
sal'ad	pick'le	pud'ding	om'e let
jel'ly	pas'try	gum'bo	sher'bet
cook'y	muf'fin	chow'der	dump'ling

179

FAMILY RELATIONSHIP

fa'ther	un'cle	moth'er
sis'ter	cous'in	broth'er
grand'fa ther	grand'moth er	āunt

When words that denote family relationship are used with proper nouns, they begin with capital letters.

Example: *I have seen Uncle John.*

Desk work: Write sentences containing these words.

180

WHAT WE WEAR

bon'net	man'tle	bod'ice	cor'sage
ul'ster	san'dal	cor'set	leg'ging
mit'ten	tur'ban	jack'et	slip'per
gar'ter	rib'bon	gai'ter	feath'er
jer'sey	cra vat'	but'ton	stock'ing

181

PLURALS

cov'ey	tur'key	tour'ney	mon'ey
don'key	gal'ley	trol'ley	af fray'
kid'ney	par'ley	turn'key	med'ley
pul'ley	jour'ney	hol'i day	birth'day

Nouns ending in y preceded by a vowel form their plurals by adding s.

Notice the difference between the plurals of these words and those in SECTION 175.

182

IN BUILDING A HOUSE

păn'ěl	dôr'mēr	frēs'eō	brăck'ět
gā'ble	raft'ēr	strîng'ēr	sûr'bāse
pūt'tŷ	pîl'lār	lîn'těl	shîŋ'gle
new'ěl	măn'tel	eôr'nîçe	trăn'sòm
eōp'îng	gîrd'ēr	lăt'tîçe	möld'îng

183

COMMON TOOLS AND IMPLEMENTS

bev'el	chîş'ěl	trow'el	elēav'ēr
au'ger	sick'le	plan'er	crow'bar
pick'ax	gim'let	hatch'et	pin'cers
an'vil	ham'mer	nip'pers	tape'line
shov'el	mal'let	mat'tock	blow'pipe

184

WORDS OF INTERESTING ORIGIN

bā'běl	gös'sip	bön'fire	môrt'gäge
pöl'ka	eûr'few	päd'löck	shëp'hërd
rî'vål	sëa'son	dög'wood	tûrn'pîke
pët'rël	sâr'dine	boy'eött	fôrt'nîght
nöz'zle	gânt'lët	băn dân'na	seäpe'göat
lûm'bër	ga rage'	tål'ly hō	brëak'fäst

Pronounce *garage* (gà räzh').

Dictionary study: Every word has a story to tell that is interesting. The pupils should study the origin of those words that are easiest to trace. It will help them to remember the meaning of the words and make the work in spelling more interesting and profitable. Look in the dictionary for the origin of five of these words, and then write the story of each.

Example: *Babel* means noise and confusion, and comes from the Bible story of the "Tower of Babel," where people began to speak different languages, and hence there was much confusion, since they could not understand each other.

185

VERBS

ad vise'	tot'ter	pil'fer	strew
be gin'	with'er	mar'vel	stag'ger
vis'it	ren'der	tam'per	ar range'
cow'er	trav'el	shiv'er	swel'ter
lin'ger	suc'cor	dick'er	wor'ship
hov'er	mak'ing	moved	dis hon'or

Language: Action-words are called *verbs*.

Desk work: Write seven sentences, using one of these verbs in each sentence.

186

an'gel	sup'per	tav'ern	rel'ic
piv'ot	rat tan'	shan'ty	e late'
o'zone	ton'sil	rip'ple	do'nor
Sa'tan	whis'ky	grov'el	cro'ny
wa'ger	maid'en	nes'tle	car'at
va'por	tin'sel	re tard'	glo'ry

Desk work: Mark the vowels in the words in the first two columns.

187

HEARD ON A SHIP

dō'rŷ	wher'ry	pŭrs'ēr	stāte'rōom
car'go	rŭd'dēr	tĭll'ēr	gāng'wāy
sĭ'rĕn	hăw'sēr	eăp'stăn	bŭlk'hĕad
pĭ'lôt	făth'ôm	eôm'păss	wĭnd'lăss
voy'age	ôff'ing	skĭp'pēr	wheel'house
rig'ging	hatch'way	bĭn nă ele	stăr'bōard

Pronounce *voyage* (voi'ăj); *wherry* (hwĕr'ŷ); *wheelhouse* (hwĕl'-hous).

188

NAMES OF TREES

al'dēr	pĕ eăn'	bal'săm	cy'press
ce'dar	wil'lōw	wăl'nŭt	buck'eye
ma'ple	pop'lar	hack'ber ry	hick'o ry
hol'ly	lin'den	băn'yăn	ju'ni per
eb'on y	lău'rĕl	hem'lock	man'grove
bĭrch	sprŭce	lō'eŭst	chĕst'nŭt

189

L AS A VOWEL

a'ble	raf'fle	pud'dle	rid'dle
bea'dle	dab'ble	tack'le	tem'ple
ed'i ble	bot'tle	bri'dle	sad'dle
an'gle	tick'le	bris'tle	trea'cle
bea'gle	tri'fle	tram'ple	thim'ble

NOTE: When l occurs in an *unaccented* syllable following an accented one, the vowel in the final syllable is silent and the l does the work of the vowel.

190

PLANTS

i'vy	clo'ver	cat'nip	jon'quail
pop'py	smi'lux	săf'fron	sham'rock
li'lac	priv'et	gen'tian	prim'rose
sū'măe	mad'der	this'tle	lark'spur
păn'sŷ	cro'cus	jăs'mîne	wood'bine
ăs'tēr	vī'ō lēt	blŷe'bēl	snōw'drōp

191

ham'per	mod'el	crit'ic	jar'gon
lus'ter	por'ter	cor'don	hub'bub
in'step	wal'let	as'pect	ma'tron
fur'row	siz'zle	fab'ric	rab'ble
rash'er	ran'som	glu'ten	plan'et
net'tle	top'ple	sock'et	de'cent

Desk work: Write the words containing consonants which need to be marked to indicate their sounds, and then mark such consonants.

192

prov'erb	with hold'	cru'l'er	e nough'
sp'on'sor	sub'stance	skil'let	check'mate
bag'gage	cane'brake	whisk'ers	bed'stead
ca boose'	fore stall'	por'trait	re trench'
prow'ess	di vorce'	scram'ble	pro trude'

Desk work: Mark the c's in the words in the first three columns.

193

DAYS OF THE WEEK

Sun'day	Sun.	Wednes'day	Wed.
Mon'day	Mon.	Thurs'day	Thurs.
Tues'day	Tues.	Fri'day	Fri.
	Sat'ur day	Sat.	

Tuesday and *Wednesday* are often misspelled. What are *Sun.* and *Mon.*? The names of the days of the week always begin with capitals.

Desk work: Find in a dictionary the story of how each day got its name.

194

REVIEW OF THE SOUNDS OF g

a gain'	gi'ant	din'gy	for get'
mag'ic	gig'gle	gid'dy	o blige'
sog'gy	ear'wig	beg'gar	nug'get
bo'gus	glib'ly	a gha'st	gob'lin
gru'el	dodg'er	hum'bug	gran'ule
gam'in	dot'age	leg'end	mi'grate

Desk work: Write these words, showing by the proper mark whether g is hard or soft. Review SECTIONS 33 and 35.

195

VERBS

a wait'	re main'	re vive'	re deem'
ex ceed'	dis bar'	lam poon'	cur tail'
de rail'	par'boil	en croach'	con geal'
ap peal'	pro ceed'	re strain'	per tain'
im pair'	mis lead'	dis claim'	up braid'
mim'ic	lis'ten	meas'ure	jin'gle

Word building: Spell the ed and ing forms of these verbs.

196

FISH

por'gy	shark	lam'prey	döl'ph'n
min'now	shad	ale'wife	snap'per
tom'cod	mul'let	blue'fish	sheeps'head
sar dine'	cod'fish	floun'der	mack'er el
säl'm'òn	her'ring	shrimp	pick'er el
cat'fish	had'dock	hăl'i bŭt	pom'pa no

Desk work: Write the words in the second and fourth column, marking the vowels.

197

a'ged	ca'ble	es cape'	lo'cate
de lay'	cra'zy	fat'ty	bra'zen
fa'ble	na'bob	re late'	de base'
hast'y	re gale'	sta'ple	per vade'
wa'ges	pa trol'	sa'line	name'sake
re pent'	re spond'	com prise'	chat'ter

Desk work: Write five questions, using one of these words in each question.

198

MONTHS AND SEASONS

Jan'u a ry	Jan.	May	Sep tem'ber	Sept.
Feb'ru a ry	Feb.	June	Oc to'ber	Oct.
March		Ju ly'	No vem'ber	Nov.
A'pril	Apr.	Au'gust	Aug. De cem'ber	Dec.
win'ter	spring	sum'mer	au'tumn	

Always begin the names of the months with capital letters. Never abbreviate March, May, June, or July.

Desk work: Find out from a dictionary the story of the names of the months.

199

NAMES OF BIRDS

rob'in	euck'ōō	pēa'eōck	eōn'dōr
hēr'ōn	fā'ēon	spar'row	bob'white
rā'ven	līn'nēt	buz'zard	phēas'ānt
ēa'gle	plōv'ēr	swal'low	wōōd'eōck
pār'rōt	mag'pie	vul'ture	gold'finch

200

ph = f

go'pher	ci'pher	tri'umph	sul'phur
si'phon	neph'ew	phan'tom	phan'tasm
or'phan	proph'et	naph'tha	pam'phlet
phlegm	em phat'ic	phār'ŷnx	pho net'ic
phase	pro phet'ic	blas'phe my	phōs'phōr ūs

201

Jōhn	Bēr'thā	Sām'tū ěl	Hār'vī ět
Jāmes	Ēd'mūnd	Mīr'ī ām	Bĕn'jā mĭn
Ēl'sĭe	Lou īse'	Sŷl'vī ā	Ĉāth'ēr ĭne
Ĉā'lĕb	Nōr'mān	Īs'ā bĕl	Nā thān'ā ěl
Jul'ia	Ēs'thēr	Ā lōn'zō	Ĉār'ō ĩne
Mā rī'ā	Ju'dīth	Gēr'trude	Āl'ĕx ān'dĕr

Pronounce *Julia* (jōol'yā).

Notice that in the following sentences the name of the person spoken to is separated from the rest of the sentence by a comma or commas. This is a rule that you should always observe in writing.

Example: *John, do you know where Louise lives? Yes, Bertha, she lives at James's house.*

Desk work: Write five questions and five answers, using one of the above words in each.

202

IN GEOGRAPHY

gul'ly	jun'gle	cra'ter	coun'try
in'let	is'land	dĕ trī'tŷs	ter'race
cor'al	har'bor	grot'to	isth'mus
riv'er	grav'el	sum'mit	chan'nel
lev'ee	mo rass'	lā gōōn'	ice'berg
val'ley	up'land	tor'rent	con'ti nent

203

REVIEW OF SOUNDS OF r

a far'	riv'et	fer'ret	im pure'	hor'net
he'ro	ear'ly	a re'na	hor'rid	mere'ly
ev'er	a part'	sor'did	liz'ard	a fraid'
o'ral	re'gal	mut'ter	er'rant	per haps'

Phonics: Pronounce these words slowly. Notice that when r occurs before a vowel the sound is more forceful than when it occurs before a consonant or at the end of a syllable. In pronouncing words containing r observe this rule.

204

KINDS OF CLOTH

plũsh	ěăn'văs	çhăm'brăy	flăn'něl
lĩn'ěn	wōol'ěn	bũck'răm	bũn'tĩng
săt'ĩn	mũş'lĩn	gĩng'hăm	năin'sōók
eőt'ton	mō'hăir	năn kēen'	eăsh'mēre
věl'vêt	bũr'lăp	eăm'brĩe	brôad'elōth
çhăl'ĩs	să tēen'	pōp'lĩn	drĩl'ĩng

Look in the dictionary and learn from the story of their names why *cambric*, *muslin*, *nankeen*, and *cashmere* are so called.

205

AT THE CIRCUS

bo'a	li'on	py'thon	cam'el
pu'ma	tă'pĩr	mon'key	pan'ther
ti'ger	zē'bră	jăck'al	os'trich
lē'măř	llă'mă	eqũ'găr	gĩ răffe'
bĩ'son	co'bra	wăl'rũs	rein'deer
gă zělle'	ĩ guă'nă	pěn'guĩn	tou căn'

206

souse	ol'ive	pro vide'	fas'ten
sō'sō	brōnze	prat'tle	des'pot
quite	chăr'ỹ	be quest'	eye'lět
bur'y	a dopt'	clut'ter	stig'ma
chiēf	sprăwl	be hoove'	tin'kle
a gog'	emp'ty	plan'tain	ăl lēge'

207

GEMS AND MINERALS

mī'eā	ōn'ŷx	gār'nět	jās'pēr
ō'pāl	ām'bēr	mār'blē	sīl'vēr
ru'bŷ	tō'pāz	eōp'pēr	līg'nīte
lā'vā	ō'ehēr	pūm'īçe	grān'īte
ī'ron	cār'bōn	nīck'el	grāph'īte

Pronounce *iron* (ī'ŭrn).

208

rey'nard	for'cēps	vi'per	pil'grim
mid'dle	coy'ness	a like'	nos'tril
ac cord'	duc'tile	ar'bor	der'rick
by'gone	latch'et	fi'ber	mol'lusk
cin'der	blis'ter	gav'el	for ev'er
for'est	hol'ster	hav'oc	com'i cal

209

A LESSON IN PRONUNCIATION

granite	(207)	plover	(199)	sphinx	(167)
allege	(206)	cuckoo	(199)	morgue	(152)
walrus	(205)	balsam	(188)	rough	(152)
tapir	(205)	psalm	(167)	lesson	(50)
cashmere	(204)	prayer	(167)	college	(50)
cruise	(140)	breadth	(140)	quash	(140)
waltz	(127)	church	(127)	fierce	(124)
whose	(115)	herb	(115)	sauce	(111)

These words are not for spelling, but for pronunciation. The number opposite each word indicates the section in which it is correctly marked.

210

REVIEW OF C

ac'rid	ca det'	cat'tle	ad vice'
sau'cy	rac'er	de cide'	e vince'
cur'ry	can'dy	ca jole'	fis'cal
ca'ter	a'corn	as cent'	de duce'
an'tic	lu'cre	doc'ile	lo'cust
ci gar'	i'ci cle	cir'cle	cap'sule

Desk work: Write these words, marking the c's.

211

col'lar	griz'zly	hom'i ny	flur'ry
dou'bly	fil'bert	an'nu al	mot'tle
vōō'dōō	gear'ing	wild'fire	lug'ger
in ject'	smol'der	vouch'er	taw'dry
col'umn	be yond'	crook'ed	brāwn'y

212

NAMES INDICATING VOCATION OR POSITION

ma'son	tai'lor	stok'er	fore'man
gro'cer	law'yer	cob'bler	sales'man
but'ler	jock'ey	plumb'er	mer'chant
lack'ey	ped'dler	hos'tler	coach'man
bar'ber	team'ster	butch'er	gold'smith

213

OPPOSITES

front	hind	aft	fore
woof	warp	up'per	neth'er
plus	mi'nus	ar rive'	de part'
male	fe'male	lat'ter	for'mer
con'vex	con'cave	re'tail	whole'sale

214

VERBS

de note'	ig nite'	con cede'	sur mise'
rě vĕre'	de prive'	pol lute'	swin'dle
rat'tle	be reave'	whit'tle	pre cede'
pĕ ruše'	di verge'	en twine'	pre serve'
kin'dle	re cline'	com bine'	post pone'

Before adding endings beginning with a vowel, such as **ed** and **ing**, to words ending in silent **e**, drop this silent **e**.

Example: *de note'*, *de not'ing*, *de not'ed*.

Spell the **ed** and **ing** forms of these words.

215

pā paw'	pĕ'nāl	mer'it	demur'
civ'ic	boo'by	tăf'fŷ	tu'tor
bŏn'nŷ	ad'der	ra'zor	o'vert
liv'id	dĕ'mŏn	sto'ry	ur'ban
sŷn'od	fag'ot	to'ken	a dept'
ŏth'ēr	ju'lep	oa'kum	rab'id

216

wā'rŷ	fee'ble	eū'pid	wĭth al'
breāk	cor'net	dĭġ'it	gam'ble
du'ly	de file'	dow'er	lock'er
po'ny	ver'bal	tru'ly	jun'ket
Zĭ'ŏn	rub'ble	vo'cal	out'fit
mulch	be fore'	shelve	strength

217

gus'to	par'ry	oust'er	versed
im bue'	re cess'	lay'man	ap ply'
im pel'	screed	rāng'ēr	ar'mor
lin'er	ehā'ŏs	re fund'	bār'ŏn
trānge	făċ'ile	ab surd'	scribe

218

be ware'	frit'ter	in'voice	cast'er
re'cent	sir'loin	gris'tle	wood'en
re'gent	light'er	gal'low's	di vide'
scant'y	pen'sive	whee'dle	cra'dle
blot'ter	cen'tral	with out'	cur'dle
po'et ry	re store'	de spair'	be hold'

219

mas'tiff	com'merce	roost'er	sub scribe'
clas'sic	dan'druff	mince'meat	night'mare
ser'pent	hand'some	haw'thorn	cran'ber ry
crev'ice	fare well'	con front'	trans plant'
shut'ter	brack'ish	plat'form	wheel'wright
fra'grant	dis'tance	boot'jack	blood'thirst y

220

IN OR OF A CITY

mā'y'ör	süb'wāy	eön'duīt	cau'se'wāy
sew'ēr	eül'vērt	foun'tain	eürb'stōne
mār'kēt	mār'shāl	dis'triet	al'dēr män
süb'urb	hy'drānt	prä'çinet	ör'di nānce

221

COMPOUNDS

kīln'-dry	knēe'-hīgh	two'-ēdged
eāst'-ōff	rōse'-rēd	bōw'-lēg'gēd
fōot'-lōose	erōss'-ēyed	stōck'-stīll
hālf'-tōne	fīrst'-eläss	strāit'-lāçed

CAUTION: Do not omit the hyphen in these compounds.

222

PROPER NAMES

An'na	Blanche	Bar'ba ra	Hu'bert
Fe'lix	Mar'tha	Mar'ga ret	Leon'ard
I'saac	Eu gene'	Au gus'tus	Pat'rick
Hi'ram	Gil'bert	Cy'rus	Rich'ard

223

COMMON MALADIES

a'gue	ul'cer	eăn'ġēr	ab'scess
spasm	pāl'sŷ	bun'ion	ty'phoid
col'ic	tu'mor	drop'sy	small'pox
fe'ver	can'ker	mēa'slēš	chil'blain

Pronounce *bunion* (bŭn'yŭn).

224

WORDS WITH DOUBLE USAGE

a ward'	both'er	han'dle	re buff'
mim'ic	at tire'	bal'lot	a mount'
lim'it	fil'ter	re bate'	ad dress'
jin'gle	sliv'er	sup ply'	bal'ance
rus'tle	won'der	muz'zle	strug'gle
rel'ish	mus'ter	lath'er	chal'lenge

Review SECTION 101.

Desk work: Write sentences showing the use as nouns, and as verbs, of the words in the first column.

225

HEARD AT THE STORE

i'tem	bas'ket	prof'it	dis'count
la'bel	sam'ple	tick'et	hogs'head
cou'pon	rem'nant	gar'ment	crack'ers
bon'bon	joûr'nāl	deb'it	crock'er y
lan'tern	păt'tērñ	bar'gain	state'ment

226

IN THE HOUSE

ov'en	nee'dle	lad'der	has'sock
tow'el	nap'kin	car'pet	blan'ket
di van'	pil'low	buck'et	cur'tain
ba'sin	set tee'	dip'per	fur'nace
pok'er	ket'tle	gob'let	mat'ting

227

OPPOSITES

in'ward	out'ward	port	star'board
up'ward	down'ward	for'ward	back'ward
low'land	high'land	ven'tral	dor'sal
lee'ward	wind'ward	the'o ry	prac'tice

228

IN OR ON A BUILDING

siz'ing	ce ment'	môr'tise	shēath'ing
mor'tar	gūt'ter	prīm'ing	whīte'wash
awn'ing	plās'ter	chīm'ney	elāp'board
fan'çet	eôn'erête	būt'tress	scānt'ling

229

VERBS

ex cel'	af fix'	o mit'	ex tol'
re pel'	de ter'	re lax'	en trap'
de fer'	oc cur'	in fer'	sub mit'

Words accented on the last syllable, ending in a single consonant (except x) preceded by a single vowel, double this consonant before adding endings that begin with a vowel.

Example: *ad mit'*, *ad mit'ted*; *ex cel'*, *ex cel'ling*.

Notice that when the ending makes a new syllable the added consonant becomes a part of the added syllable.

Desk work: Write the **ed** and **ing** forms of these verbs.

230

pes'tle	buck'le	jug'gle	dim'ple
hur'dle	can'dle	nib'ble	bun'gle
gir'dle	stip'ple	dap'ple	muf'fle
fick'le	pad'dle	bub'ble	crip'ple
lit'tle	tur'tle	fid'dle	crack'le

Phonics: Review SECTION 189.

231

qui'et	quar'rel	quar'ter	quar tet'
quiv'er	squa'lor	quäg'mire	squan'der
quo'rum	re quire'	squab'ble	squad'ron
se'quel	be queath'	se'quence	quad'rant
quib'ble	qual'i ty	quan'da ry	quick'lime

Phonics: Review SECTION 99.

232

be long'	col'ored	flounce	com'rade
ves'sel	whis'tle	whin'ny	clam'ber
bea'con	eön döne'	tas'sel	präl'üde
mas'cot	shud'der	in voke'	lag'gard
pack'et	man'date	ruf'fle	off'hand
gam'bol	fär'rĩ ěr	fend'er	ramp'ant

Desk work: Write the words containing c's or g's, and mark them.

233

a ware'	mus'sel	mal'lard	hũm'drũm
rud'dy	sim'mer	scraw'ny	eũr'sõ rỹ
em'ber	shag'gy	cos'tume	brag'gart
hov'el	bar'ter	clus'ter	fõr sõõth'
mu'sic	hẽr'mĩt	glut'ton	mul'ber ry
vig'or	mem'ber	pas'sage	sprĩght'lỹ

234

ty'rant	ül'trà	vīs'cīd	ros'ter
va'cate	bri'er	ban'tam	safe'ty
ur bane'	big'ot	bi sect'	re pute'
pot'ter	en'ter	tan'dem	num'ber
as cend'	re'bus	sen'try	fren'zy

235

a cross'	poo'dle	tat'ters	her'ald
wee'vil	sun'dry	dis'cord	in'fant
grīs'lŷ	e lapse'	har poon'	ex pose'
ban'ter	wood'ed	lug'gage	gov'ern
swiv'el	bal'lad	frig'ate	pris'on
zig'zag	cor'ner	hus'band	re ject'

Desk work: Write five sentences, each containing one of these words.

236

WORD BUILDING

cry	cried	cries	cry'ing
ply	try	spy	pry

Words ending in *y* preceded by a consonant generally change *y* to *i* before adding endings, except those beginning with *i*, as *ing*.

Desk work: Write the *ed*, *es*, and *ing* forms of these verbs.

237

x = ks

ax'le	ex tort'	ex'o dus	ex tinct'
ex'it	ex cess'	ex pound'	ex claim'
a'pex	ex pire'	con'text	ex pense'
bux'om	ex tent'	ex crete'	ex plain'
ex'tra	ex hume'	fix'ture	ex treme'

238

 $\underline{x} = gz$

ex ist'	ex act'	ex hort'	ex hib'it
ex ert'	ex alt'	ex empt'	ex am'ple
ex ult'	ex ot'ic	ex haust'	ex am'ine

Notice that **x** in these words has the sound of **gz**. Usually **x** has this sound when it is followed by an *accented* syllable beginning with silent **h** or a vowel. This sound of **x** is shown thus, \underline{x} .

Phonics: Pronounce slowly the words in SECTIONS 237 and 238.

239

re'al ize	el'der	min'strel	charg'er
scēn'ēr ŷ	prel'ate	hot'house	de grade'
le'ni ent	īm pūgn'	hire'ling	her'o ism
car'a way	fum'ble	eāse'māte	bind'er y
im'i tate	wick'er	con crete'	char'i ot
re served'	eòm'fört	house'hold	du'bi ous

240

WORDS THAT DESCRIBE

la'zy	stu'pid	mier'ry	bit'ter
no'ble	nim'ble	hap'py	clev'er

Words that describe nouns and pronouns are generally called *adjectives* (ăj'ĕk tĭvs).

The word *adjective* means *added to*, that is, added to a noun or pronoun to describe it. Mention a noun that each of these words describes.

241

ADJECTIVES DENOTING COLOR

az'ure	ma roon'	au'burn	yel'low
taw'ny	sor'rel	rus'set	scar'let
ha'zel	pur'ple	or'ange	crim'son

242

en roll'	a dapt'	de duct'	sur pass'
re turn'	of fend'	ran'sack	pre dict'
la ment'	dis arm'	con tort'	in trust'
se lect'	re volt'	sug gest'	ob struct'
pol'ish	em boss'	sō'joûrn	mis spell'

Spell the **ed** and **ing** forms of these verbs.

243

ADJECTIVES

cool	wild	dear	scarce
ripe	coarse	droll	strict
proud	strange	brown	clear

Add **er** to each of the above words. See SECTIONS 110 and 214. When we say: "This apple is *riper* than that apple," we compare two apples. *Riper* is the comparative form of the adjective *ripe*. The comparative form of most adjectives is made by adding **er** to the simple adjective.

244

buck'wheat	pit'tance	ad'junct	plum'met
crack'ling	mem'brane	strad'dle	mag'nate
set'tlings	fam'ish	yule'tide	cru sade'
treat'ment	stand'ard	hood'wink	dis creet'
pre scribe'	tran'sept	col lapse'	a sun'der
with stand'	in struct'	wood'chuck	de cant'er

245

buŷ	thêir	eōal	weigh	mōat
veĭl	biēr	miēn	fēint	weight
vein	ġēil	seine	piēçe	flow'ēr

Words which sound alike, but differ in spelling, are called *homonyms* (hŏm'ō nĭmz).

Desk work: Write the homonyms in corresponding pairs.

246

ADJECTIVES

When **er** was added to the words in SECTION 243, how many persons or things were compared?

Desk work: Write the words in SECTION 243, adding **est** to each.

Adjectives ending in **est** are said to have the *superlative* (sû pâr'lâ tiv) form.

The superlative form is used when you are comparing one person or thing with *two* or *more* other persons or things.

Example: *John is the tallest boy in school.*

247

COMPOUND ADJECTIVES

air'-tight	sea'-green	blear'-eyed
self'-made	first'-hand	web'-foot ed
bird's'-eye	wide'-a wake'	moth'-eat en
top'-heav y	read'y-made	great'-heart ed

Do not omit the hyphen from these words.

248

TROUBLESOME VERBS

die	dy'ing	died	dye	dye'ing	dyed
lie	ly'ing	lied	hoe	hoe'ing	hoed
vie	vy'ing	vied	toe	toe'ing	toed
tie	ty'ing	tied	shoe	shoe'ing	shod

Verbs that end in **ie** change **ie** to **y** before adding **ing**.

249

co'lon	ten'der	trē'mōr	cut'ler y
to'per	sat'ire	scut'tle	tan'ner y
eār'ēt	wēap'ōn	serv'ant	stock ade'
al'ter	bus'tle	crup'per	fore bod'ing
re past'	rock'et	drag'net	spend'thrift

250

wel'come	ni'ce ty	fra'grance	a gainst'
prod'uct	can'vass	loop'hole	por'poise
sar'casm	pur'port	huck'ster	tran scend'
bōwl'dēr	twi'light	sculp'tor	fore'sight
con'tact	poign'ănt	stal'wart	where'fore
bil'lows	lem on ade'	up stairs'	light'ning
dou'blet	dip'lo mat	pŭmp'kin	di'et a ry
gov'er nor	clans'man	gher'kin	den'ti frice

Pronounce *against* (ă gĕnst'); *porpoise* (pôr'pŭs).

251

am'ble	bun'dle	freck'le	star'tle
la'dle	jos'tle	bram'ble	scuf'fle
cas'tle	med'dle	wrin'kle	chuck'le
fiz'zle	gar'gle	snug'gle	dwin'dle
sti'fle	cud'dle	crum'ble	brin'dle
dan'gle	tat'tle	driz'zle	scrib'ble

What do you know about l in the second syllable of these words? In what kind of syllable do you always find this kind of l? What kind of syllable always precedes it? What kind of e follows it? See SECTION 189.

252

ÿ = ē = ī = û

mÿrrh	fi'ēr y	vīr'gin	sev'ēr
zeph'ÿr	hith'ēr	thīrst'y	badg'ēr
mar'tÿr	vēr'min	skīr'mish	pip'ēr
mÿr'tle	cēr'tain	squīr'rel	fīrm'ly
săt'ÿr	hĕrd'ēr	shīrk'ing	im port'ēr

253

COMPOUNDS

ram'rod	land'mark	fore noon'	tea'spoon
kins'man	side'walk	char'coal	pass'port
flax'seed	wood'land	toad'stool	wish'bone
sun'down	stop'cock	short'hand	help'mate
law'suit	wind'fall	yard'stick	card'board
bag'pipe	hard'ware	steam'ship	grind'stone
man kind'	grid'i ron	whirl'wind	witch'craft
sand'stone	star'fish	farm'yard	hard'pan

A great many of our words are *compounds*: That is, they are composed of two or more words united into one. Some compounds require the hyphen. See SECTIONS 149, 158, 221, and 247. There are many compounds that do not take the hyphen.

254

TO BE DISTINGUISHED

peas	pease	pence	pen'nies
dies	dice	broth'ers	breth'ren

Desk work: Write sentences using one of these words in each.

255

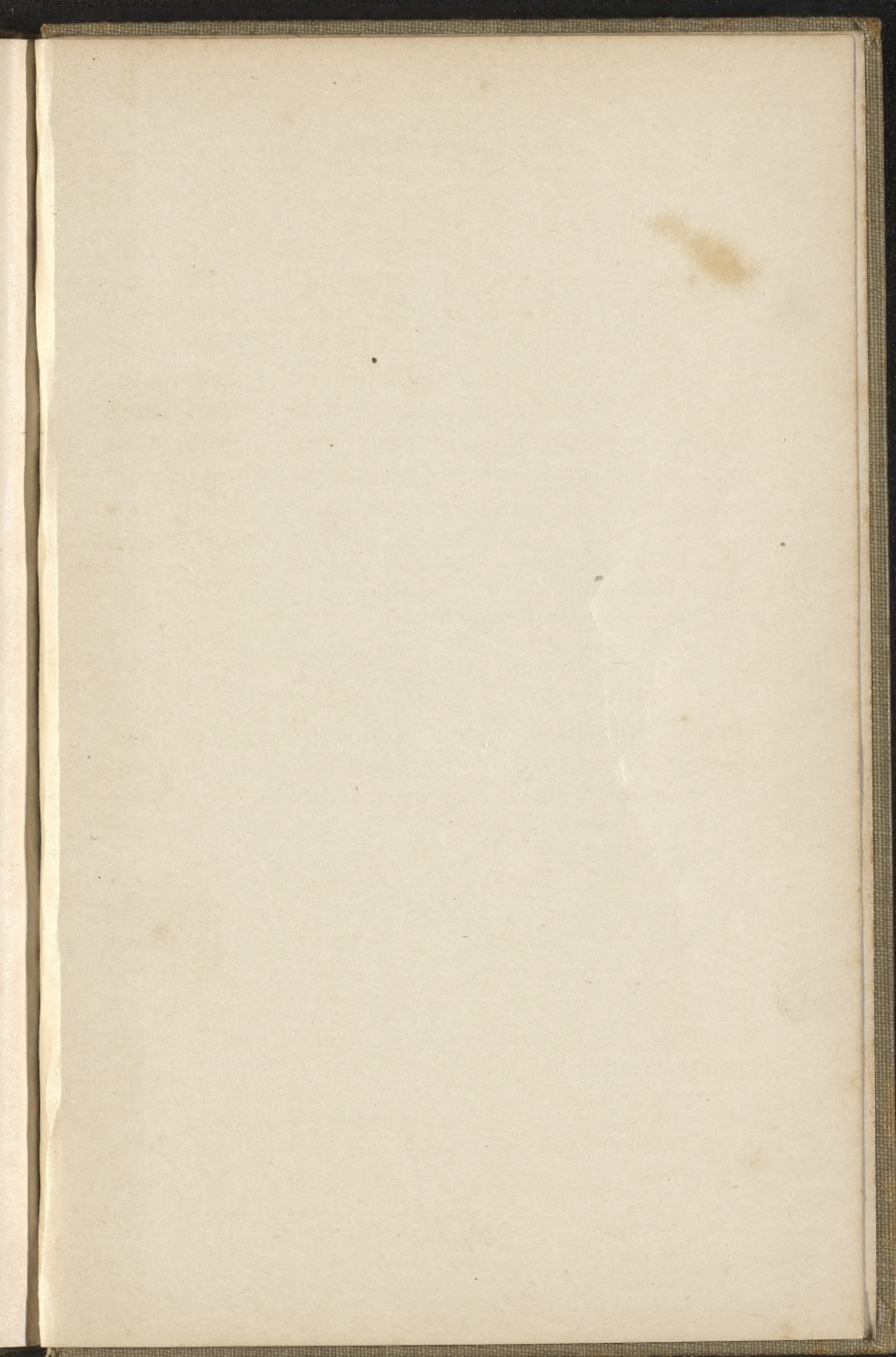
TROUBLESOME WORDS

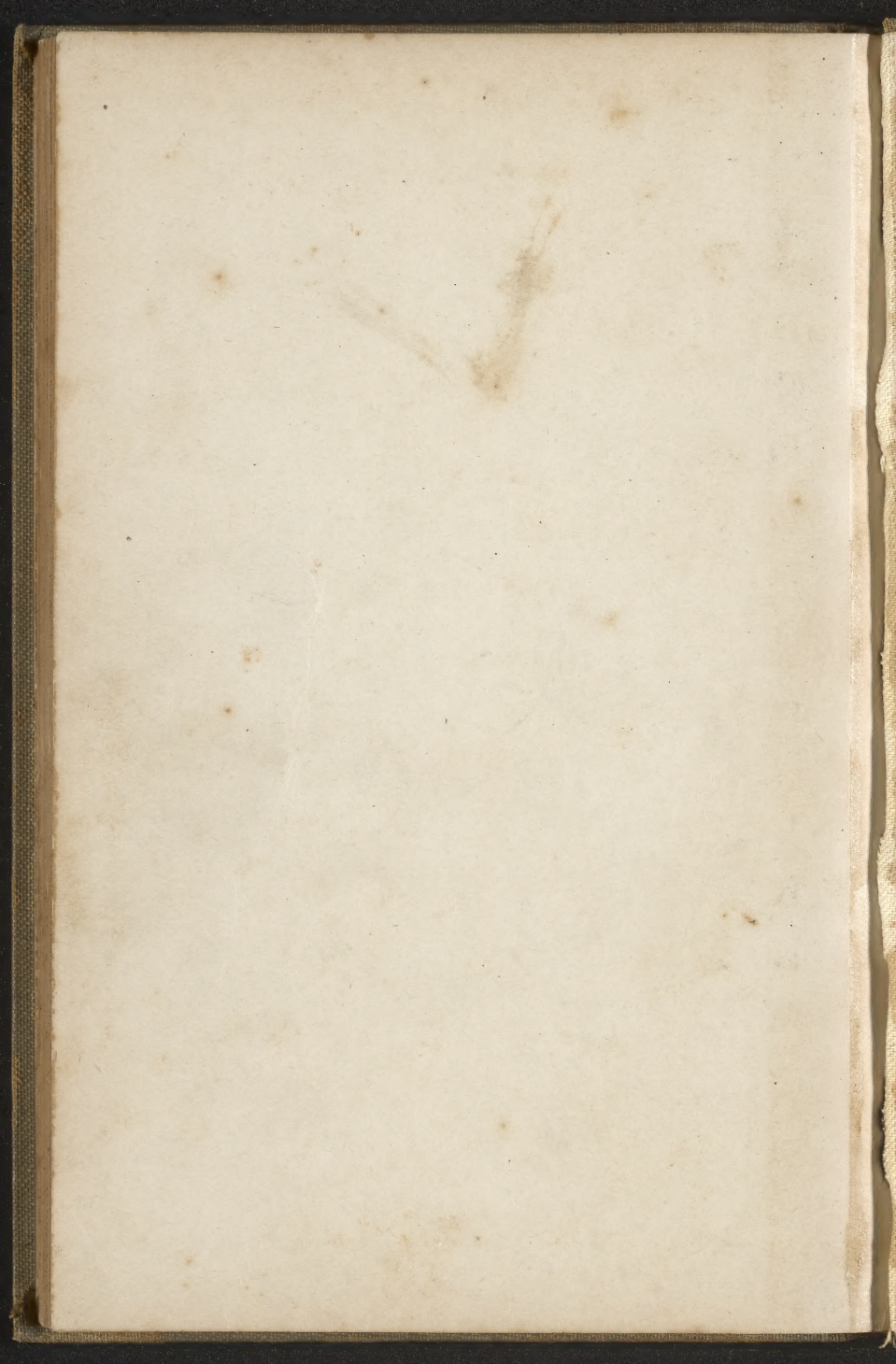
ou = a			
ought	dôeş	yacht	guârd
fought	quay	aîsle	frîend
thought	feūd	plăid	sleuth
wrought	buoy	heârt	toŭch
bought	sîgn	liēf	neigh

Pronounce *quay* (kē).

See SECTION 38. Notice that gh before t is silent also.

Desk work: Write these words, drawing lines through the silent letters.





Pr

ALPHABET

A	<i>A</i>	N	<i>N</i>	a	<i>a</i>	n	<i>n</i>
B	<i>B</i>	O	<i>O</i>	b	<i>b</i>	o	<i>o</i>
C	<i>C</i>	P	<i>P</i>	c	<i>c</i>	p	<i>p</i>
D	<i>D</i>	Q	<i>Q</i>	d	<i>d</i>	q	<i>q</i>
E	<i>E</i>	R	<i>R</i>	e	<i>e</i>	r	<i>r</i>
F	<i>F</i>	S	<i>S</i>	f	<i>f</i>	s	<i>s</i>
G	<i>G</i>	T	<i>T</i>	g	<i>g</i>	t	<i>t</i>
H	<i>H</i>	U	<i>U</i>	h	<i>h</i>	u	<i>u</i>
I	<i>I</i>	V	<i>V</i>	i	<i>i</i>	v	<i>v</i>
J	<i>J</i>	W	<i>W</i>	j	<i>j</i>	w	<i>w</i>
K	<i>K</i>	X	<i>X</i>	k	<i>k</i>	x	<i>x</i>
L	<i>L</i>	Y	<i>Y</i>	l	<i>l</i>	y	<i>y</i>
M	<i>M</i>	Z	<i>Z</i>	m	<i>m</i>	z	<i>z</i>

1 2 3 4 5 6 7 8 9 0

Contract Retail Price----- **13c**

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